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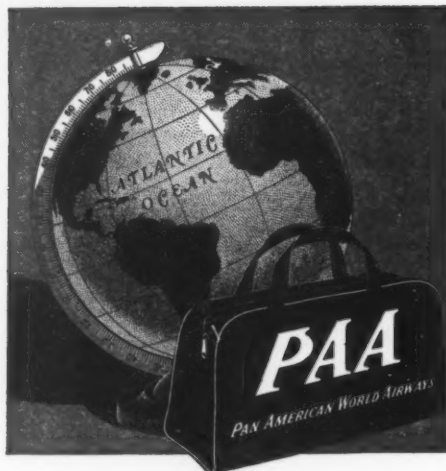
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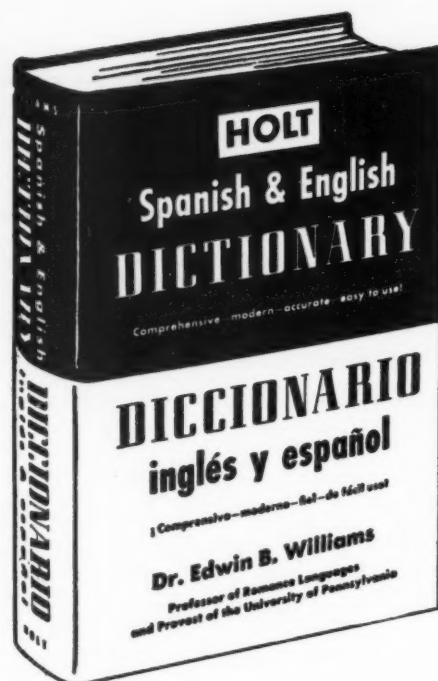


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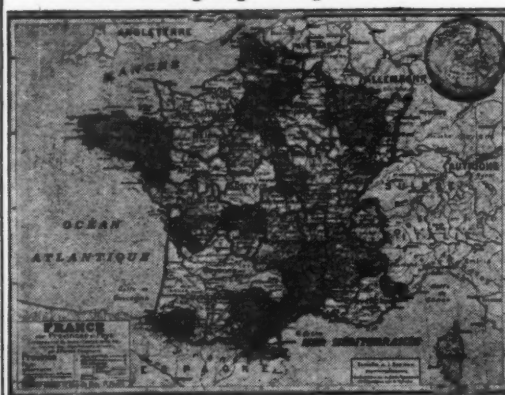
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## The Metaphor in Language Teaching

OUR language, the language of the human race, the capacity which in contrast to the animal world enables man to express his feelings and thoughts in articulate verbal symbols—how did this most fundamental of all inventions originate, what was it like at its rudimentary beginnings untold thousands of years ago?

As late as the eighteenth century scholars unable to find a natural explanation kept to the religious belief that the first language was a direct gift of God to the first man. Some of them endowed with a romantic imagination advanced new ideas, much too phantastic to deserve our attention. And so we ask: What is the last answer to the intriguing question before us?

One of the best known theories compares man's first attempt to express his feelings to the "language" of the animals. Like the animal he had bodily sensations and emotions, hunger and thirst, physical pains, feelings of fear and of joy, and sexual impulses, and so this theory supposes that man's speech at the dawn of his race was no more than an imitation of certain animal cries uttered in reaction to such stimuli.

Probably he also reacted with instinctive exclamations of his own, not unlike what is known in all modern languages as "interjections," such as our *ah, aha, oh, pst, sh*, exclamations which by convention finally adopted a certain standard meaning.

And, after all, there was the "language" of the surrounding nature irresistibly provoking imitation, onomatopoeias. A look into our own language illustrates their word-building power. A stone thrown into the water made a *splash*. Man's first wooden weapons were breaking with a *crack*. There was the force of the *howling* storm which with a loud *crash* broke the strongest trees. How peaceful sounded in contrast the melody of a slight breeze when it played with the *rustling* foliage.

A combination of these theories may come nearest to the truth about the rudimentary beginnings of man's most distinguished achieve-

ment. But when we ask: What was next? we find but darkness and silence. An impenetrable veil covers the steps which led our forefathers to form articulate sound-combinations describing the simple everyday things and actions of their primitive life, in other words until they began to knead and mold what little by little should become a language in the sense we understand it.

The miraculous finds and discoveries of modern archaeology enable us to imagine approximately man's rise from the lowest prehistoric forms of life to higher living conditions which prepared the long road to community life and civilization. They would have been impossible without language as a means to intercommunication, relatively poor though it was and depending exclusively upon the word of mouth. Late, so improbably late, the idea was born to infuse in the spoken word lasting life through the revolutionizing invention of writing. It is not older than about 5000 or 6000 years, a period infinitesimal measured by the age of man and language. But it marks the turning point of a mankind still in a state close to barbarism to an unprecedented growth of civilization, of culture, and implicitly of language.

The decisive impetus to the birth of the leading European cultures came from ancient Greece, the tiny country on the shores of the Eastern Mediterranean. More than two thousand years ago its civilization and its spiritual achievements had reached a point, and continued to grow to a perfection and beauty, which moves us to highest admiration, the more so since so many fields of Greek erudition even established cornerstones of modern knowledge.

What Gilbert Murray says about the language of the ancient Greeks merits our attention\*:

"The Greeks were mocked at in antiquity for being so fond

\* Gilbert Murray, "Hellenism and the Modern World," Boston: Beacon Press, 1954.

of talking. It was really their great glory. No other people at such an early stage of development had such a power of expressing itself. . . . They could think clearly, they could explain and teach. . . . No wonder they speculated systematically about the origin, history and structure of language. . . . For practical purposes of business and diplomacy Greek had become the necessary language, while in the realms of the imagination and the intellect there hung about all that was Hellenic an almost uncontested aura of superiority."

The year 275 B.C. found the Greeks under Pyrrhus decisively defeated by the Romans. Greece and all its colonies came under the hegemony of Rome—politically, but not culturally. As a matter of fact, the Greeks became Rome's mentors and spiritual masters. The Latins were inclined to slight them in certain respects, but they could not fail to recognize the superiority of their culture. Finally Rome turned bilingual, and in the long run it became the transmitter of Hellenism.

The Greeks were philosophers and masters of the sciences while the Romans at the apex of their political power, dominated an immense realm of the then known world, hence becoming masters of government and administration. All that found the two peoples very soon confronted with the problem of finding new and proper names for many new things and ideas. How was it to be solved and mastered? Derivation and compound words could not always satisfy the growing need. An ingenious idea solved the problem—speaking in pictures. Unquestionably this medium was known long before, practically in most languages. But now its use grew far beyond the former scope, the METAPHOR, literally meaning "that which is carried over," from Greek *metaphora*, conquered man's imagination as a most effective and colorful medium of expression. In its beginning answering the simpler requirements of daily life it became finally a wellspring of clear-cut symbols not only for material things and doings, but also and eminently so for the world of abstract notions.

Speaking in pictures is common to all languages, modern and ancient, no matter how highly advanced or primitive they may be. And it is by no means a privileged domain of the master speaker or the poet. As a matter of fact, we all employ the medium of figurative speech, and we do so unconsciously, not aware of the

metaphors, domestic and borrowed, which accompany and enrich even our plain everyday talk.

We do so when we speak of the *legs of a table*, *the arms and the back of an armchair*, of *the tongue and the heel of a shoe*. The *nail has a head*, the *bottle a mouth*, and a *potato has eyes*. There are also the *leaves of a book*, the *wings of a building*, the *hands of a time piece*, the *crowns of the trees*, and *every mountain has a foot*, *every river a mouth*. And so on without end.

A widespread erroneous conception considers the metaphor as being exclusively or predominantly a rhetoric medium, adding distinction to our way of expression. Here we see it in its interesting rôle in everybody's everyday speech. Probably we owe these enrichments of our language to more or less spontaneous inspirations, to a natural wit and the phantasy of our forefathers. The metaphoric nature of the examples quoted above is transparent to the naked eye, the figurative relation between an anatomic leg (normal meaning) and the legs of a table (transferred meaning), or between the leaves of a tree (normal) and the leaves of a book (transferred), etc. needs no special explanation. Thousands of others, however, do not disclose their origin so liberally. That is the point where *etymology* steps in as our guide.

The *EARTH*. It is evident that the early cosmogonies tried to explain the separation of the surface of the earth into "*dry land*" on the one hand, and the "*sea*" on the other. The description in the Old Testament is a well known case in point. So the Latins said *terra*, akin to *L. torridus*, meaning 'scorched,' 'parched.' Clearly *terra* meant primarily 'dry ground,' later to be extended to mean our planet as a whole."

In contrast we do not know very much about the origin of the Teutonic *earth*. It seems that the old Germanic tribes used some word like *ert*, applied just in the narrowest sense to the spot, the ground, on which they were living.

Looking deeper into the etymological relations of *L. torridus* we discover Greek *tersesthai*, to dry up, become dry. The similarity to English *thirst* is conspicuous. Indeed the Teutonic root of 'thirst' is cognate to that ancient Greek word. Conclusion: *thirst* is metaphoric for *dryness* in the mouth.



The *WORLD* is another prehistoric Teutonic word. Its AS. forms *weorold*, *worold*, and especially Old High German *werlde*, give us a clue to the original meaning. A compound of two elements, *wer*, a man, and *eld*, old age, it may be literally translated as 'age of man,' or 'course of man's life.' How they happened to be extended to the conception of the universe remains a mystery.

Yet the clear thinking of the Greeks, their advanced knowledge of mathematics, geometry and astronomy, gave us *kosmos*. Their philosophers conceived the world as a harmonious system. Pythagoras extended then the word *kosmos* which originally stands for 'order' to the idea of *world order*, and in the Latin spelling *cosmos* it became an international term for 'world.'

*SCHOOL*—looks hardly like a child of Greek spirit. But it is. 'Leisure,' rest, ease, were primarily the notions covered by Greek *scholē*. Needless to say that the Greeks were far from regarding the school as a place of leisurely *dolce far niente*. What they meant was *usefully employed leisure*, as in learned discussions, disputations, lectures. And in the end they applied *scholē* to a group to whom lectures were given—a school.

How did the act of *PAYING* come to its name? *Paying is Appeasing!* That is the subtle idea behind its origin. From L. *pax*, peace, comes *pacare*, to pacify. Popular Latin used it in the sense of 'appeasing,' in Old French extended to the notion of 'satisfying,' of *paying*—in French *payer*, from which our *to pay*—Italian *pagare* obviously recalls L. *pacare*.

The Latins themselves however had another conception of 'paying.' They called it *solvere*, literally 'to loosen,' to 'free,' implying the idea that 'paying' is a 'releasing' from a debt. Accordingly, our *solvent* means 'able to pay all legal debts,' and *insolvent*, the contrary.

Now, many may have heard about the ancient, so-called "moneyless times," the early days when money in the modern sense was unknown. Barter dominated all trading, and *cattle* as one of the most valuable objects of property was a favored medium of exchange. It was 'money.' This relation between 'cattle' and 'money' found metaphorical expression in the Latin language. L. *pecu*, cattle, became *pecunia*,

'money', and *peculium* was said for 'property.'

Quite the same thing happened in the Anglo-Saxon idiom. The Old English name for 'livestock' was *feoh*. When the Anglo-Saxons said *feohhus* they meant "treasure-house," *feohlease-ness* meant "want of money." We see, then, that just as the early Romans they identified 'livestock' with the conception of property. And so *feoh* became the ancestor of English *fee*, used in the sense of a compensation for professional services or for a fixed charge. Interestingly, the sacred scriptures of the ancient Persians stated in terms of cattle the payment of physicians.

The ancestral origin of *CATTLE* is L. *caput*, head. We readily understand the relation between *caput* and *cattle*, between 'head' and 'livestock,' when we recall that from time immemorial the cattle-breeder has computed his wealth in 'heads' of oxen or cows. They are his *capital*. Late Latin coined the more explicit term *vivum capitale*, literally 'living capital.' Old French somehow modified it to *catel*, which on the other side of the English Channel turned to *cattle*.

*FLOUR* and *FLOWER*. The similarity is not accidental. As a matter of fact "*flour*" means the "*flower of the meal*," one of the several metaphorical applications of 'flower,' like "flower of rhetoric," "flower of age," etc. Meal, the result of grinding cereal grains, was originally a coarse product, gross, unbolted. The Normans are said to have brought a refined "meal of wheat" to England, finely ground and carefully bolted. The French called this the choicest, the finest part "*fleur de farine*," that is "flower of the meal." In Middle English it was called "flour of wheate," which finally became the collective name *flour*.

A person whom we blame and hold responsible for the faults of others is well known under the name of *SCAPEGOAT*. The history of the word is to be found in Book of Leviticus of the Old Testament. It describes the ritual to be observed by the High Priest (Aaron) on the Day of Atonement. Among other ceremonies two goats were chosen, one to be sacrificed to the Lord, whereas referring to the other animal the Scripture ordains:

"And Aaron shall lay both hands upon the head of the live goat, and confess over him all the iniquities of the children

of Israel, and all their transgressions, even all their sins; and he shall put them upon the head of the goat, and shall send him away by the hand of an appointed man into the wilderness. And the goat shall bear upon him all their iniquities into a land which is cut off. . . ."

Hence the "escape" of the goat gave rise in English to the figurative name *scapegoat*. In French they say *bouc émissaire*, literally 'emissary goat,' whereas in German he is called "*Sündenbock*," from *Sünde*, sin + *Bock*, goat.

It is needless to emphasize the power of the metaphor as a word building medium for the conceptions of the material world. The examples speak for themselves. Probably such "concrete" conceptions dominated the first attempts of figurative speech when our forefathers at a low stage of civilization were impressed foremost by the things and happenings of their physical surroundings, those which they could grasp with the senses. But progress toward a higher civilization not only revolutionized the physical conditions of life. Infallibly it widened man's intellectual horizon and more and more his mind began to shape abstract notions. Again, and more than ever before, the metaphor gave answer to the new problems of proper verbal symbols. *It borrowed material notions to cover phenomena of immaterial nature.* What that meant for the growth and the refinement of all cultural languages will readily become clear.

We begin with an investigation of *INVESTIGATE*, a research by examination of facts. Latin *vestigium*, a footprint, a sign, a vestige, gave rise to *investigare* which originally was said of the hounds tracking game. Cicero said: "The dog's incredible capacity of investigating is the wisdom of his nose." Therefore what we call an *investigation* is *au fond* nothing more than "following a scent by the nose."

*UNDERSTAND.* What has the conception of *understanding* to do with the idea of *standing*? According to Webster the development of the sense is not clear. Indeed, no really satisfactory explanation has as yet been found. But its familiar synonym *comprehend* tells its story openly. It implies the idea of *grasping*, coming from L. *comprehendere*, a derivative from *prehendere*, to *grasp*. In English the original meaning of "grasping" was relatively late in being extended to the sense of "understanding,"

possibly a loan-translation from Latin, but so self-evident and graphic that to *grasp* became one of the most popular synonyms for "understand."—In German it's the same thing with *begreifen*, from *greifen*, to grasp. And the Russian says *ponat*, derived from an old verb meaning 'seize,' 'take.'

*WEIGHING IN THE MIND.* When we are about to take an important, a 'weighty' decision we compare the pros and cons, and unconsciously the image of the balance appears before our mental eye. Again we find this idea in Latin, namely in *ponderare* and in *deliberare*. The first comes from L. *pondus*, weight, the other from *libra*, a balance. So we say in English to *ponder* and to *deliberate*—"weighing in the mind."

*CHANCE.* This word meaning a happening, a fortune, a risk, a gamble, comes, through Old French, from Late Latin *cadentia*, a "falling," from *cadere*. Now, where is the link between a *chance* and the idea of *falling*? Very simply, it means the "falling" of the *dice* which determines the risk of the game, gain or loss. From the 'dice' we also got the word *hazard*. Arabic *al-zahr* stands for the *die*. French crusaders probably brought it from the Holy Land, and the French adopted it in the form *hasard*, denoting a chance, a risk, or a source of risk.

*HORROR.* "My hair stands on end" is a familiar saying when we are stricken with fright or fear. Latin *horror* contains the same image in a nutshell. What this phrase literally means is the sensation of bristling hair, like the stiff bristles of an angry hog. The Latin equivalent to 'bristle' is *horrere*, whence *horror*, the expression for fear, dread, panic.

*WRONG* and *TORT.* Both of these words express the opposite to what is "right" and, interestingly, both have identical figurative backgrounds. *Wrong*, of Old Norse parentage, is akin to our *wry* (adj.), standing for *distorted*. *Tort*, a French loanword, comes from L. *torquere*, to *twist*. We see then the metaphorical idea in both "wrong" and "tort" is "twisting" what is right.

*YQKE.* In the sense of bondage, servitude, a severe and burdensome duty, this word is clearly the figurative application of the same word which originally denotes the wooden frame by which two oxen are coupled together

at their necks to do their hard work. In Latin it is *jugum*. We find similar forms in both the original and the transferred sense in most European languages. And the Sanscrit form *yugám* shows the age of this implement and its name.

**TREE and TRUE.** The Anglo-Saxon parent words are *trēow* for 'tree,' and *trēowe* for 'true,' 'faithful,' 'trusty.' The etymological affinity between the two, *trēow* and *trēowe*, hence between 'tree' and 'true,' can hardly be doubted. All the more so is it the historical background of the metaphoric link which arouses our curiosity. Vast forests of oak trees, hundreds and hundreds of years old, covered the native soil of the Angles and Saxons, the Teutonic ancestors of the Anglo-Saxon nation. They saw in the oak *the tree par excellence*. Unquestionably they were deeply impressed by the majesty of these forests which gave them shelter, fuel, and the material for their simple buildings and implements. With the imposing appearance of the oak tree no less than with the usefulness of its wood they associated the conception of strength, of durability, of reliability. So it happened that these qualities became symbolical of a man's moral character. The image of the 'tree' embodied for them the idea of *trēowth*, truth, fidelity, faithfulness. Incidentally, the Germans still preserve a particular fondness for the oak tree, as documented by the saying "treu wie eine Eiche"—"true (faithful) like the oak." Latin offers an analogy in the word *robur*, strength. This, too, was originally the name of the oak tree, of hard wood, later extended to mean 'strength,' 'power,' 'firmness.' *L. robustus*, from which *E. robust*, denoted basically 'made of oaken wood,' and in a transferred sense, 'strong,' 'powerful.'

The twins **CLEW** and **CLUE**. Greek mythology tells us the lovely legend of *Theseus* and *Ariadne*, and how they outwitted the *Minotaur*. A monster half-man and half-bull, the *Minotaur* was kept confined on the island of Crete in the *Labyrinth*, a building with a network of passages so intricate that nobody ever found his way out again once he got lost in it. The *Minotaur* devoured annually seven youths and seven maidens, a tribute the Athenians had to pay him. *Theseus* undertook the task of slaying him in his den but before he started *Ariadne*

gave him a ball of thread which he fixed on the entrance to the labyrinth, and so he found his way back safe and secure. That is the story of how *clew*, from AS. *cliwen*, a simple ball of thread, turned to *clue*, "an indication which guides one in solving anything of a doubtful or intricate nature."

**CONSIDER.** This common synonym of 'ponder,' 'deliberate' and others comes through Old French from *L. considerare*, derived from *sidus*, star. 'Consider' and 'star,' where is the connecting link? The Oxford Dictionary advances the opinion that *considerare* originally may have been a term of astrology or augury. Another version refers to the seaman's practice of determining the geographical position of his ship by careful observation of the stars on the nightly firmament. This idea sounds no less convincing. The ancient Phoenicians, masters in seafaring, taught the Greeks this exact method of safe navigation, and when the Romans adopted it they said they were "navigating with the stars"—*L. con-*, with, and *sidus*, star, from which *L. considerare* and Eng. *consider*, to study carefully.

**DESIRE.** From *L. desiderare*, through Old French, this word is also derived from *L. sidus*, star? Usually its origin is believed obscure. But what about the ancient astrologers' belief in a definite influence of the stars upon man's life and destiny? Couldn't it have been that our forefathers believed in a realization of their wishes as depending on this influence? After all, to this day people think that a secret wish addressed to a shooting star may meet with fulfillment, hence, *desiderare*—to wish "from the stars."

**AMBITION.** The practice of campaigning for public office is by no means peculiar to our times. Candidates of ancient Rome also mingled with the voters, walking around, hand-shaking, and maybe baby kissing, too. *Ambire* is the Latin word for "going around," from which *ambitio*, the noun, "a going around." And when the candidates were said to be *ambitiosus* it meant figuratively they were desirous for power, for an office, for honor, in a word they had the *ambition* to be elected.

**SPIRIT.** One of the most prominent abstracts in human thinking. Many are the acceptations of this word, as to age and signifi-



cance dominated by the meaning of the "life principle," of the "soul." Science still has not been able to give a satisfactory answer to the mystery of the origin and essence of life. But what was our early forefathers' approach to the vexing problem? Let us see what the *BIBLE* has to say about it: "God formed man of dust of the ground, and breathed into his nostrils the breath of life, and man became a living being" (*Gen. 2:7*). Since *breath* was considered the essence of life, that was the early philosophers' answer and those of the Latin tongue called it *spiritus*, originally standing for *breath*, and extended to mean *breath of life* pure and simple, and *soul* likewise.

There is still another word in Latin which denotes 'soul' and 'life principle'—*anima*. *Wind* was its original meaning, a *breath of air*, and finally just *breath*! . . .

\* \* \*

The world of abstract notions knows no limits, the lexicon of abstract terms is inexhaustible. But our illustrations suffice to show the metaphor in its highest intellectual aims and accomplishments, the semantic transition from the "concrete" to the "abstract," the association of immaterial conceptions with familiar things and happenings of the material world. They saved man's language from unimaginable penury. Latin is the mother of the richest abstract vocabulary, and all great cultural languages, French and English above all, availed themselves of this source, directly and indirectly, or in loan-translations. Hence the conspicuous preponderance of the Latin element in our compilation.

A certain note of poetry is more or less discernible in all figurative speech. It reaches its climax when the metaphor definitely becomes a medium of beauty, of color, of vitality, an instrument wielded to perfection and glory by immortal speakers and writers from early times down to our days. Their literary bequest is invaluable as well as unfathomable, and it includes the most famous book ever written, the *Holy Bible*. It is the splendid treasure-trove from which to cull a few illustrations of excellent metaphors.

From the Old Testament:

"In the sweat of thy face shalt thou eat bread."

"Of the tree of knowledge of good and evil, thou shalt not eat of it."

"The voice of thy brother's blood crieth unto me."

"The thin ears devoured the seven good ears."

"The fleshpots of Egypt . . ."

"A land flowing with Milk and Honey."

"I will wash my hands in innocency, o Lord."

"In the shadow of thy wings I will take refuge."

"Even though I walk through the valley of the shadow of death . . ."

"They have sown the wind, and they shall reap the whirlwind."

"How agree the kettle and the earthen pot together?"

"Heap coals of fire upon his head."

From the New Testament:

" . . . neither cast ye your pearls before the swine."

"Out of the abundance of the heart the mouth speaketh."

"If it is possible, let this cup pass from me."

"Why beholdest thou the mote that is in thy brother's eye, but considerest not the beam that is in thine own eye?"

"The spirit indeed is willing but the flesh is weak."

What a language, poetic and meaningful! No wonder that many of these sayings gained proverbial popularity. The common everyday speech, of course, is less exalted. But on a cultural level it finds phrases of a distinguished flavor like these:

a ray of hope; not a shade of doubt; throwing light on a question; the key to a problem; the heat of discussion; to break a promise; not worth one's salt; lending a hand; to turn the table; to bear one's cross; to rest on one's laurels.

These are expressive metaphors. They enliven the style without being pretentious, in contrast to the extravagant rhetoric of a certain brand of public speakers, political platform orators and the like, who in their vanity will never understand that there is only one step from the sublime to the ridiculous.

Last but not least, "slang" is still another, an inexhaustible source of full-flavored picture words, frequently overlooked or disregarded. Many slang words and phrases are figurative speech, briskly flowing from the common man's sharp-witted tongue, a result of his predilection for racy and juicy expression. Many colloquialisms of figurative background which spice our everyday speech owe their origin to slang.

So we call a lover a *sweetheart*; a woman or girl a *petticoat*; a man in a high social position a *bigwig*; a swindler a *crook*; a person of low intelligence is a *birdbrain*, in contrast to an *egg-head*, applied to a highly intellectual, learned

individual. *Applesauce* means nonsense; *bats in the belfry*, crazy; the stomach is a *breadbasket*; record disks are drastically described as *canned music*; to *evaporate* means to leave unobtrusively; a *flat tire* is an unsuccessful project. To have *ants in the pants*, what a funny image of great nervousness. *Keep your shirt on*, don't get angry; *lubricated*, for intoxicated; to *pussyfoot*, moving warily, or stealthily like a cat. *Renovated* standing for divorced, alluding to the town of *Reno* in Nevada, the Eldorado for candidates of divorce; to *shadow a person*, to follow and spy upon. And thousands more . . .

This look into the nature of the metaphor

leaves no doubt about its significant role in man's incessant efforts to improve and enrich his means of expression. Once the interest of our students in this resource of language is aroused they will discover a world of countless colorful, poetic, and sharp-witted forms of transferred meanings. This discovery will do much to deepen their love and admiration for the miracle that is "language." To conclude, borrowing from Ralph Waldo Emerson:

"Cut these words, and they would bleed; they are vascular and alive."

HUGH J. LIEBESNY

New York City

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However pleasing grammar may appear to the philologist, who sees it in perspective, the schoolboy, for whom it is merely a collection of paradigms, formulas, and exceptions, finds it intolerably dry; and the schoolboy cannot do his best work unless he is interested. Here and there an instructor may exist sufficiently enthusiastic and discriminating to make the subject attractive; but I fear that most of our teachers are scarcely more fond of the science, for its own sake, than are the pupils themselves. Yet we must have some grammar; else we can expect no accurate knowledge of the language. There seems to be but one way out of the dilemma: to teach only the essentials; to administer this necessary amount in small and well-graded doses, alternating with lessons of a different character; and to emphasize its utility and relieve its dullness by means of close association with interesting composition work and agreeable reading matter.

—CHARLES HALL GRANDGENT

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Most linguists are against any attempt to apply a logical standard to language, Language, they say, is psychology, not logic; or "language is neither logical nor illogical. but a-logical". That is to say, language has nothing to do with logic. To many philologists the very word, logic, is like a red rag to a bull. It cannot be denied that the way in which logic has often been applied in linguistic discussions does not invite imitation, but perhaps that is because it was bad logic, or because it was good logic wrongly applied. It would be surprising, however, if language which serves to express thoughts should be quite independent of the laws of correct thinking.

—OTTO JESPERSEN

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# Some Principles and Techniques of Translation

SINCE the Second World War there has been, for the first time in this country, a significant interest in the art and techniques of translation. The cause is probably no deeper than the sudden realization that this was a difficult art which had long been abandoned to mediocre workmen with results that were sometimes startlingly poor. Or, perhaps the interest was part of new need of both understanding and being understood by foreign countries. In any case, the question of translation has been probed, rather tentatively, on a number of occasions. This article is limited to a consideration of French-English translation in the prose medium. The following partial bibliography testifies to the extent of interest in the subject:

## Books

Valéry Larband, *Sous L'Invocation de Saint Jérôme* (Paris, 1953). The most complete treatment of the subject through a series of essays.

J.-P. Vinay and others, *Traductions* (Montreal, 1952).

William N. Locke and A. Donald Booth, editors, *Machine Translation of Languages* (New York, 1955).

## Articles

Pierre Daviault, "Traduction . . .," *La Nouvelle Revue Canadienne*. Each issue since Avril-Mai, 1953 carries this article, treating alphabetically the translation from English to French of more or less technical terms. Its value for French-English translation is almost equally great.

Jacques Barzun, "Food for the N. R. F. or 'My God! What will you have?'," *Partisan Review* (November-December, 1953), 660-674. General notions on the art of translation.

Konrad F. Bieber, "The Translator—Friend or Foe?" *Fr. Rev.* (May, 1955), 493-497. An examination of error in the translation of Camus' *L'Homme révolté*.

Haskell Block, "Recent Translations of Flaubert's *Madame Bovary*," *Year Book of General and Comparative Literature*, II (1954).

Henry Grattan Doyle, "Will Translations Suffice?" Language pamphlet issued by the *MLJ*.

Maurice Edgar Coindreau, "Remarques Sur L'Art de traduire" (issued by the French Cultural Services, New York).

## Periodical

*Babel*, a new multilingual quarterly for translators, available from France and Germany.

## Review

Pierre Daviault, rev. of J.-P. Vinay and others, *Traductions in La Nouvelle Revue Canadienne* (Février-Mars, 1953), 192-196. (See Books, above.) Valuable notions, as usual with M. Daviault. In this article it is identified as "Daviault, review."

## Institutes

The Institute of Languages and Linguistics of Georgetown University has a Division of Interpretation and Translation. Founded in 1949.

*L'Institut de Traduction* of the University of Montreal, founded in 1942 and incorporated into the University in 1944 "a pour objet de contribuer au relèvement du niveau de la traduction en général et de sa fonction dans le domaine pratique et sur le plan littéraire."

## University Courses

No attempt has been made to survey the number of advanced university courses treating this topic, such as that at the University of Wisconsin.

## United Nations

The Secretariat of the United Nations publishes a number of Terminology Bulletins. They are, in general, highly technical, not available to the public.

In addition, there should be mentioned the MLA Committee on Translations<sup>1</sup> and two somewhat older book sources:

Hilaire Belloc, *On Translation* (Oxford, 1931).

William Ellery Leonard, Preface to *Of The Nature of Things* (New York, 1916).

While in his pessimistic moments the translator may conclude with Vinay (cited by Daviault, review, p. 193) that in certain circumstances "il serait facile de conclure qu'il n'y a pas, qu'il n'y aura jamais de traduction . . ." this article assumes that there is always a greater or lesser degree of success and that we will always have to use translations.

It has, of necessity, certain limitations. As already said, it is concerned solely with French-English translations, and these on the literary prose level. The less interesting subject of technical translation has been entirely omitted

<sup>1</sup> The purpose of this committee is to foster the presentation of great works of foreign literatures, done into English with the hope of meeting a need in college and university courses.

since its practice is altogether subsidiary to the translation of literary matter. As Belloc has it (p. 11), the merely instructional type of translation corresponds to draughtsmanship and requires less skill—the literary to painting with its greater challenge. Likewise no attention is given to the translation of poetry, as a field highly specialized and beyond the ability of the average practitioner.

The division of this article into Recommendations, Principles and Techniques can be viewed as fairly arbitrary. The Recommendations should be thought of as the fruit of the experience of the best translators; their application, in the main, depends on the talent of the translator. The Principles are better established guide posts, but obviously, like all principles, they are subject to question. The Techniques are meant to be well defined points of craftsmanship. Yet these three considerations at times vanish into each other. It can only be claimed as certain that the ease with which they can be used is in reverse order to their naming.

#### Recommendations

The number of recommendations and admonishments is, quite properly, infinite. Here is the wisdom of those who know the *métier*, but a wisdom which cannot be generalized into tenable principles and techniques and which is useful only when it inspires. Quantitatively, this could be the most extensive phase of the subject; qualitatively, it is the hardest to apply for all depends upon the talent and temperament and circumstances of the one who seeks to use it. For example, it is desirable that the translator have "a certain age" in order that there will be depth to his experience, a wealth of knowledge to draw on so that the obscure allusion will be recognized. Yet the young translator cannot wait for this and must plunge in at his own risk and peril. William Ellery Leonard (p. viii) has perhaps best indicated the essentially shapeless nature of the translator's task. "There are not only singulars for plurals and *vice versa*: sometimes a subordinate clause is made co-ordinate and *vice versa*; sometimes an adjective is shifted from subject to predicate (i.e., from cause to effect) and *vice versa*; sometimes, indeed, a passive construction is made

active and *vice versa*; and sometimes a whole sentence is entirely reworked."

Lacking, then, any real unifying thread, the recommendations that follow are presented in no particular order of importance. They have been held to a minimum, in favor of the more precise Principles and Techniques.

There is no dispute on the recommendation that the translator must render the sense rather than the words of the text. Larbaud (p. 85), quoting De Sanctis, states it thus: "Chaque texte a un son, une couleur, un mouvement, une atmosphère, qui lui sont propres. En dehors de son sens matériel et littéral, tout morceau de littérature a, comme tout morceau de musique, un sens moins apparent et qui seul crée en nous l'impression esthétique voulue. . . . S'il [the translator] n'en est pas capable . . . qu'il s'attaque à n'importe quelle matière imprimée . . . mais qu'il laisse Virgile et tout ce qui est littérature, tranquilles." Elsewhere (p. 112), Larbaud stresses the proper choice of the work to be translated—one within the capacity of the translator. And Daviault asserts (review p. 192) that the reader must "ressent à la lecture de cette traduction, la même vibration de l'esprit, la même qualité d'émotion qu'a éprouvée le lecteur du texte original."

The personal attitudes and talents requisite in the translator have been described by Barzun (p. 665) and Larbaud (p. 16). The former says he "must be steadily suspicious, inquisitive, a double man, vigilant and hostile in self-examination." The latter states he must have "l'abnégation, la charité même, et l'honnêteté scrupuleuse, l'intelligence, la finesse, des connaissances étendues, une mémoire riche et prompte. . . ." So many virtues could hardly reside in one person; the lack of too many of them may be disastrous.

There is general recognition that complete equivalence is impossible; that in a task where "The flattest of prose consists of words plus echoes," (Barzun, p. 670) some of the echoes are lost. Inevitably there escape many of the overtones since. . . . "The consideration even of a word representing a concrete object will be different from the connotation of the corresponding word in another tongue. Its historical and social connections will be different. . . ." (Belloc, p. 16).

Finally, as for recommendations, only the most talented will be able to utilize Leonard's advice (pp. ix, xi) that the higher accuracy is that of the imagination, "at once interpretive and creative . . ." and that translation must be approached "as a dramatic process, at first self-identification and then creative interpretation from within. . . ."

### *Principles*

One may well ask whether there really exist any permanent "principles." In the measure that principles are solely generalizations based on experience, it can be maintained that at least some of the principles of translation are known and have a somewhat constant validity. They should never be thought of as immutable but as guiding thoughts which, when applied, give the translator a certain assurance that he is proceeding correctly.

That the competent translator must use words not in the dictionary is basic with Larbaud (pp. 98-101) Daviault (review p. 192), and Belloc (p. 27). The entire work of the translator is, according to Larbaud, "une pesée de mots":

Dans l'un des plateaux nous déposons l'un après l'autre les mots de l'Auteur, et dans l'autre nous essayons tour à tour un nombre indéterminé de mots appartenant à la langue dans laquelle nous traduisons cet auteur, et nous attendrons l'instant où les deux plateaux seront en équilibre.

De là vient que souvent pas un des mots que nous offre, avec une assurance de pédagogue et une précision tout administrative le Dictionnaire bilingue comme équivalents en quelque sorte officiels de ce mot, ne supporte pas l'épreuve de la pesée, et qu'il nous faut en chercher ailleurs, dans le Dictionnaire de notre mémoire . . . d'autres qui la supporteront et qui réaliseront, à quelques dix-millièmes près, l'équilibre passionnément souhaité.

Daviault quotes one of the contributors to *Traductions* who bluntly affirms:

"Un bon traducteur se reconnaît, non seulement au fait qu'il peut se dispenser d'avoir recours au dictionnaire en deux langues, mais encore au fait que celui-ci ne lui sert généralement à rien."

Belloc, to consider another principle, maintains that "... the translation should be into the language of the translator, ... the translated language must be possessed as perfectly as possible by the translator—short of confusion in his mind . . ." (p. 12), and that "... it may well be asked whether a bilingual person has

ever been known to make a good translation" (p. 21). This is a thoroughly intriguing (and probably highly debatable) principle since it strikes so sharply at the cherished notion that it is possible to use two languages (not to mention more) with equal skill—at least for purposes of translation. It is a principle for which one might adduce many pros and cons, well beyond the scope of this article. Daviault (review, p. 193) states "Le bilinguisme intégral est une utopie. Une langue domine toujours l'autre . . . il importe que la langue maternelle domine, puisque c'est celle qui fournit le plus naturellement les formules propres à saisir la pensée." In support of this thesis there come to mind extreme instances such as Anatole France and Saint Exupéry whose refusal to learn a foreign language was both a fear that this would correspondingly weaken mastery of their own tongue and a mute recognition of the impossibility of bilingualism. Even Julien Green, who appears to write with equal facility in both French and English seems to admit the difficulty of bilingualism when he remarks: "... that for my part I should always doubt that a line of English verse would produce the same impression on me as it would on an Englishman."<sup>2</sup> Well, such is the principle and, as already said, it is intriguing.

It is also Belloc who insists (pp. 23-24) that the translator must be emancipated from mechanical troubles of which the two chief are space and form. With respect to the first he also maintains that a translation (he is thinking of, French-English) will always be longer than the original. There are two main reasons for this. First, English is lengthier structurally. As simple examples one might cite the presence in English and the absence in French of the progressive and emphatic verb tenses. Or, the English use of verb plus adverb to render the French verb (ex., *jeter*, to throw out). Then there is the constant necessity of using the paraphrase to "surround" a concept and translate it faithfully. True, there is always the danger that the greater length of a translation may lead to dilution of the original or as Larbaud (translating *De Sanctis*) unfavorable

<sup>2</sup> Julien Green, *Personal Record 1938-1939*, trans. Jocelyn Godefroi (New York, 1939), p. 36.

commentary on Caro, p. 83) states "Le traducteur remplace la qualité par la quantité." Still, greater length does appear to be a principle of somewhat constant application. Christopher Fry's translation of *L'Alouette*, on the whole fairly compact, offers a number of good examples of this lengthening as does Gilbert's rendering of Sartre's *Huis Clos* which follows:

Garcin (il entre et regarde autour de lui)—Alors voilà.  
Le Garçon—Voilà.

Garcin: C'est comme ça.

Garcin (enters, accompanied by the room valet, and glances around him): Hm! So Here we are?

Valet: Yes, Mr. Garcin.

Garcin: And this is what it looks like?

While statistics on such matters are perhaps best avoided as being far from conclusive and a single example is still less so, yet the need of twenty-five words to translate fourteen is not totally unimpressive when seeking support for the principle involved.

Emancipation from the form of the original is a *sine qua non*. Only the most slavish and uninspired translations will render sentence by sentence, paragraph by paragraph, and even chapter by chapter. Play structure, radically different in French and English in its division into scenes, offers an extreme but striking illustration of change of form.

Two principles, so closely related as to be almost identical, come from Joseph de Maistre's *Sixième Entretien* of the *Soirées de Saint-Petersbourg*. As quoted by Larbaud (pp. 87-88) they are: "... le traducteur peut remplacer, dans un texte, et pour des raisons purement esthétiques, un nom propre par un autre nom propre," and "substituer... un nom commun à un autre nom commun." Thus we would have alteration of an original text on the grounds that the author had chosen his words poorly, or at least with poor taste. It goes without saying that principles of this nature cannot have general acceptance, being contradictory to the counter theory that one should never embellish an author (Belloc, p. 35) or employ "la traduction ornée" (Labaud, p. 77). Similarly in conflict are Maistre's approval of "un traducteur qui supprime entièrement un passage," as being ridiculous and Larbaud's reaction to this: "... notre honneur de traducteur nous l'interdit" (p. 88). But Coindreau (p. 2) states

that the atmosphere of a book "oblige à des inexactitudes qu'un bon traducteur non seulement peut, mais doit se permettre." Disagreement on principles has its own worth, if only to remind us that the methods of artistic translation can never be fully delimited—which is precisely how matters should stand.

### Techniques

Although Barzun claims (p. 662) that in the matter of translation "Little or nothing is consciously known of its techniques" and although there are enough bad translations to make the remark seem justified, the truth is not really so pessimistic. A great deal is known of the techniques of translation (some through Barzun) but no considerable effort has as yet been made to state them. And what is known needs to be supplemented by serious studies in this almost virgin field; studies which are linguistic, psychological and sociological—translation cuts across all the disciplines.

It is altogether natural that the most rudimentary skill in this art derives from a knowledge of comparative grammar. Even the elementary language student is soon made aware of structural differences which must be transmitted rather than transposed. Any average second year student knows that the French generic *on* must become a personal pronoun in English or, better, be rendered by a passive voice, that the passive voice has much greater frequency in English and is often needed to translate the inverted clause which is much commoner in French, that the French historical present sounds false to the English ear, that the infinitive of narration has no English equivalent, etc. That "The primary danger... is the lure of the homonym" is a kind of self-evident truth with which the young student becomes acquainted early in his studies but which even the most skilled translators do not always succeed in avoiding.<sup>3</sup>

There are then dozens of pitfalls due to incomplete knowledge of vocabulary or syntax

<sup>3</sup> Barzun, page 665. It would be most interesting to cite outstanding examples of this error but one will have to suffice. Barzun cites the American translation of Gide's *Journals* in which *atrocement*, referring to the ending of *Le Malade imaginaire* is translated as *atrociously* rather than *cruelly*.



(more or less advanced) which it is not possible to enumerate in a paper of this scope, concerned only with the more unusual difficulties.

The advice of Belloc (p. 26) to block out the work first by reading the whole, then part by part and finally paragraph by paragraph before undertaking any translation, may seem obvious. It needs restating if only because it is the fundamental point of departure in any translation. This is the sole manner in which the "meaning" of a work can be grasped, its rhythms, its "atmosphere" and its echoes sensed to enable the translator to convey the spirit of the whole into the rendering of the parts. In Daviault's words (review, p. 192) "il faut traduire des phrases plutôt que des mots et des idées (ou des sentiments) plutôt que des phrases." Corollary to this is Barzun's suggestion that once the work is completed, it should be put aside until the original has faded from mind. On resuming the work it should read as though it were an original, or rather as though there had been no original. Of all the techniques of translation these two will give the most significant results for they are techniques that indirectly include all the others. Who has not had the experience of reading a translation without the original and sensing errors that were committed because these primary procedures were not observed?

Do not attempt to translate the untranslatable (Belloc, p. 41). This covers a vast range of specifics, from the French word or expression that has won acceptance in English to the cultural or literary reference which becomes meaningless when transfer is attempted. The line from the introduction to *Annapurna*, "C'est la seule justification d'un acte gratuit" is accurately translated as "There is no other justification for an acte gratuit". However, while observing the rule the rendering fails to accomplish its purpose. Perhaps not one reader in ten of this popular work will understand the literary cliché with which it ends. The only solution is a footnote explaining the meaning and giving sufficient information about the expression's origin. Thus the admonition not to translate must sometimes be supplemented by another: to footnote when necessary. To take one instance where a French translation of English could profitably have observed this device, let us cite Sainte Beuve's description of Madame Re-

camier as possessing "The milk of human kindness" which he translates (rather impossibly) as "le lait de la bonté humaine."

Footnotes have a further use. It is often possible, even necessary, to explain a French expression which in its only acceptable English form is completely misleading. The expression "Radical Socialist" will never suggest to the American reader a party whose policies are somewhere to the right of center. How else than through a footnote can the confusion be avoided?

The "elegance" of the French language derives in part from the use of a number of rhetorical devices which if not eliminated in translation, especially into American English, give an odd foreign flavor to our tongue. As Mencken has pointed out, the American language has a directness which amounts almost to bluntness. To preserve the sense, rhythm and feel of the original while transmuting it into a language which is chary of rhetoric is a trying task, perhaps one of those which at times make the whole question of translation seem impossible. Prominent among these stylistic traits are an excessive (according to American taste) use of the interrogative sentence and the negative sentence.

The French use of the interrogative sentence, purely as a rhetorical device, is common. It has the advantage of introducing a subject by indirection. This passage from an article by Daniel-Rops, will recall it to mind through its four rhetorical questions.

Comment peut-on comprendre, sans se référer aux événements de l'histoire égyptienne, le stupéfiant changement qui s'observe au début de l'histoire de Moïse, dans l'attitude du Pharaon? Au chapitre précédent, Jacob, vizir du monarque égyptien, a obtenu pour ses frères le droit de s'installer dans la terre de Gessen non loin du delta du Nil; on tourne la page et que-voit-on? La persécution, les Hébreux soumis aux travaux forcés, le massacre de leurs nouveaux-nés! Que s'est-il donc passé? L'histoire nous l'apprend, en évoquant cette invasion des Hyksos ou Rois pasteurs, sémites d'origine, qui occupèrent le pays du Nil pendant plus d'un siècle. Le Pharaon qui prit Joseph pour vizir n'est-il pas un Hyksos? Les Hébreux étaient les cousins de ces envahisseurs sémites. Alors tout s'explique.

And here is another instance, chosen again from Sartre's *Huis Clos*:

Le Garçon—Vous voulez rire?

Garcin, (le regardant)—Ah? Ah bon. Non, je ne voulais pas rire. (Un silence. Il se promène.) Pas de glaces, pas de fenêtres, naturellement. Rien de fragile. (Avec une vio-



lence subite.) Et pourquoi m'a-t-on ôté ma brosse à dents?

Valet: Ah, you must have your little joke, sir!

Garcin: My little joke? Oh, I see. No, I wasn't joking. (A short silence. He strolls around the room.) No mirrors, I notice. No windows. Only to be expected. And nothing breakable. (Bursts out angrily.) But, damn it all, they might have left me my toothbrush!

It is then reasonable to state that a good English translation of a French passage will eliminate a goodly number of the rhetorical interrogations.

The French negative verb offers a parallel trait which needs to be greatly modified in the English text. It is often found combined with the rhetorical question as shown in this passage from Michelet's *Révolution Française*:

Robespierre n'avait qu'une corde: sérieuse et triste. Il était sans armes contre l'ironie. Ses excursions en ce genre n'étaient pas heureuses. Il ne pouvait plaisanter Desmoulins, mais bien le tuer. Nous ne doutons aucunement qu'il n'ait été terrifié, la première fois que cette idée cruelle, lui vint à l'esprit. Cet aimable, ce doux, ce bon camarade qui n'avait pas passé un jour sans travailler à sa réputation? Ces souvenirs n'étaient-ils rien? Y avait-il encore un homme en Robespierre? Je soutiens et jurerais qu'il eut le cœur déchiré. D'ailleurs tuer Desmoulins, c'était encore autre chose; on ne pouvait s'arrêter. Le pauvre Camille, qu'était-ce? Une admirable fleur, qui fleurissait sur Danton; on n'arrachait l'un qu'en touchant à l'autre.

The French verbal negative, in translation, must be eliminated inasmuch as it is rhetorical (and retained when needed), or often displaced to the adjective or substantive. The passage might be translated thus:

Robespierre was of single purpose. Serious and gloomy, he was defenseless against irony; his own attempts at it were pitiful. Powerless to ridicule Desmoulins, still he could cause his death. No doubt he was terrified when the cruel thought first came to him. Were memories of the likeable, gentle, kindly friend whose very day was spent in enhancing Robespierre's reputation to count for nothing? Robespierre still had feeling. It is my contention that the decision was made only after much struggle. But once made, of necessity it led to others, similarly drastic. Camille's radiance came from Danton; to remove one was to strike at the other.

Michelet's passage serves to illustrate another technical consideration, one which has been indicated by Larbaud (pp. 267-270):

A partir de la fin du XIX siècle [really much before] on voit paraître dans la langue écrite beaucoup de *ce, celle, ces*, dont l'inutilité est frappante. . . . Le démonstratif devient ainsi une sorte d'article renforcé qui paraît ajouter une intention, une idée, *de la pensée*, au nom qui le suit. Des phrases où la plupart des *le, la, les* sont remplacés sans besoin par *ce, celle, ces*, en prennent, aux yeux du *vulgaris*, une tournure littéraire. Et cet artifice rencontre à mi-chemin l'instinct

gesticulateur du peuple, le besoin de montrer du doigt les choses dont on parle. . . . Comparé à l'article défini français l'anglais paraît bien conservé et solide au poste. A tel point que nous Français sommes assez souvent obligés de traduire *the* par *ce, celle*.

The short citation from Michelet has six demonstratives not one of which need, or even should, be so translated.

The foregoing gives a number of examples from which points can be drawn explicitly enough to warrant considering them as viable techniques. However many techniques have been enunciated, the number remaining is still greater. Is it possible, for instance, to state with definiteness that from the wealth of the English tongue we are better advised to choose a word with an Anglo-Saxon rather than a Latin origin so that our work will ring more "English," or will this always remain a matter of taste? Is it true, as often appears, that English has a greater fondness for the strong substantive and French for the verbally, centered sentence? Cohen's translation of Rousseau's *Confessions* has such lines as "My purpose is to display" for "Je veux montrer" with what I consider fortunate effect, and it would be easy to multiply such examples. Perhaps, though, no permanent technique can be deduced from these cases and it is safer to conclude with Larbaud (p. 100) (and Leonard, already cited) . . . "combien de fois n'est-il pas nécessaire de rendre un substantif par un verbe et un verbe par un substantif. . . ."

Even the mode of expression revealed by punctuation (Larbaud, pp. 278-282) needs attention. How does one treat the translation of puns? The French tendency to overstatement must always be recognized and rendered by something truer to the meaning: the expressions *avec passion, ravissant*, etc., must be diminished in intensity. This is what Belloc (p. 29) calls rendering "intention by intention," citing the French parliamentarian whose "Voilà ce qui a perdu le pays" means much less than it suggests. Similarly a term of contempt "always hits above or below the mark" (Barzun, p. 668). These, and an infinity of other topics, need consideration and elaboration so that translation, which will always fail to be perfect, can approach closer to perfection.

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## *A Blueprint for Foreign Languages in Our Public Schools\**

THERE are so many evidences all around us of the great interest now being shown in the learning of foreign languages that little doubt of their importance remains in any but the most conservative and provincial of minds. The impact of this linguistic renaissance is being felt in our local schools and our educators are finding it both embarrassing and difficult to cope with the increasing pressures pounding against the academic wall.

At the present moment, enthusiasm for modern languages has gone far ahead of realistic appraisal of the language picture. We now run the grave risk of being blown far off course and, if we are not careful, the resulting loss of time and direction will, in the end, leave modern foreign languages again in becalmed waters or, at best, in isolated whirlpools.

A re-evaluation and a re-appraisal of the rôle of foreign languages in our public schools are now in order and are items that should be placed high on the agenda of all schoolboards and of county and city superintendents.

Since our language problems are admittedly so complex it will be the better part of administrative wisdom to have a meeting of minds on certain reasonable procedures and begin, if you will, with a blueprint for foreign languages in order to safeguard the initial steps of the program and to guide it through subsequent stages of development.

In many schools districts throughout the Commonwealth of Pennsylvania experiments are being tried with French and Spanish in the primary grades and the success of these experiments seems to depend on the enthusiasm of a single teacher and a small group of language minded parents. No provision has been made for continuity of program and the teacher, in many cases, is giving of her time and effort without remuneration for the extra teaching load self imposed. These experiments are to be commended, especially the enthusiastic efforts of the devoted teacher. The dangers, with this

sort of approach, are obvious. It is neither fair to the teacher, nor sound in principle. Much more planning than this is necessary to assure the eventual success of a language program for our public schools.

To this end, therefore, the following blueprint for foreign languages is proposed in order to provide a solid foundation for future development.

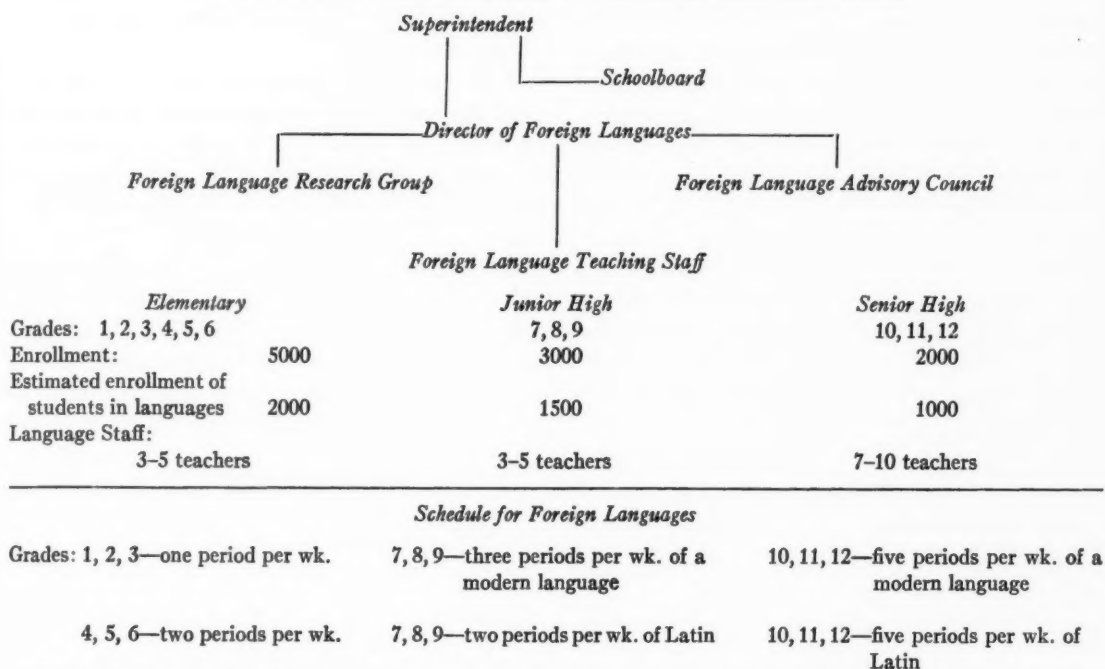
### FOREIGN LANGUAGE RESEARCH GROUP

First of all, an objective linguistic survey should be made of the area. Then, after all the factors in the language equation have been studied,—all the data gathered pertaining to the geographical distribution and extent of the ethnic-linguistic elements of the region—only then can it be determined what foreign language should be taught, when, where, how, and by whom. It is good common sense to provide continuous instruction in our schools for languages such as Italian, Portuguese, Polish, Hungarian, etc., where these elements are sufficiently large, as well as for the three major languages, French, Spanish, and German. It is also good common sense to build upon the linguistic heritage of the community. Why force Spanish or French upon all students in an area where German is the preponderant influence? It is reported that in certain primary schools where foreign languages are taught, one year, all students begin Spanish, and the following year, all students start French, following thus an alternating pattern of selection. Elsewhere, the modern language to be taught is apparently selected on no more rational basis than the personal whim or bias of some school principal.

The survey will also bring to light considerable linguistic talent which can be called upon for purposes of instruction. Without doubt, the most crucial problem is the great lack of quali-

\* Presented before the Institute of Teachers of Lehigh County, Pennsylvania, October 4, 5, 1956.

## BLUEPRINT FOR FOREIGN LANGUAGES IN PRIMARY AND SECONDARY SCHOOLS



(Emphasis on continuity of Language instruction from grades 1 through and/or 12. Importance of instruction in Latin in grades 7, 8, 9 and/or 10 through 12.)

fied language teachers, especially for the primary schools. A solution to this problem can and must be found through promotional efforts to encourage potential teachers with native linguistic background to earn state accreditation so that their services can be used without penalty deductions against the over-all school budget.

These are just a few of the many important problems to be solved by a painstaking survey conducted by a research group of three investigators: a language expert, a competent educator, and a social scientist.

The work of this research group may take as long as two years before a workable tentative language program is ready for review and study by the advisory council. Nevertheless, it will be time and money well spent.

#### THE ADVISORY COUNCIL

The advisory council, composed of twelve members, should be made up of language teachers, curriculum directors, and representatives of PTA groups, all public spirited citizens interested in promoting a sound foreign lan-

guage program of instruction for the community.

Both bodies, the research group and advisory council, will eventually come under the supervision of a Director of Foreign Languages who will redact the definitive program to be presented to the superintendent and schoolboard for approval. After approval has been obtained from local and state authorities, the research group may be dismissed. From here on, the Director of Foreign Languages will then be responsible for the implementation, integration, and coordination of the entire program, both primary and secondary.

Now, what about the program-scheduling for foreign languages? The blueprint calls for one or more languages beginning with the first grade and continuing with a graduated schedule of 2-3-5 periods a week through Junior and Senior High Schools. It is readily seen that emphasis is placed on continuity of instruction for one or more modern foreign languages and that Latin can be taken throughout the Junior and Senior High Schools along with the modern language of the student's choice.

In the elementary schools, the language teacher will go from room to room, building to building in much the same manner the music teacher is still obliged to function in many school systems.

It has already been pointed out that staffing for the elementary schools will be, at the start, the most difficult problem of all. Let it be said that qualified teachers can be found if school-boards are willing to experiment with native conversationalists, exchange students, and recent graduates of foreign countries. These candidates can be supplied through the Institute of International Education, on a one or two year basis at minimal cost.

The objective of this program is to provide instruction to as many students as possible in at least one modern foreign language so that especially those students who go on to college

may continue study of that modern language until a high level of competency and fluency is attained.

A blueprint for languages such as this will tend to meet the general language requirement as stated by UNESCO assuring a significant percentage of our people of becoming more and more fluent in one other language besides English.

This in brief is the framework for operation bringing into the language picture the best talent the community can muster. The resulting language program will reflect the needs of the community and contribute directly to the practical and academic demands of education on local, national, and international levels.

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Tolerance of national language is a still later, tenderer flower of human culture. Once that insight has been gained, therefore, intolerance on this point is an even greater idiocy. If I grudge my neighbour his religious beliefs, and hammer my own into his skull, I shall at any rate be able to excuse myself on the ground that I believe my own to be the only ones that lead to salvation, that his lead to damnation, and that I want to save his soul. But if I throttle my neighbour's mother tongue in order to impose my own on him, what excuse can I have except that of conceit, which is made no better by the fact that it is a national conceit? For my neighbour's language is his inner eye, his form of thought, with all its potentialities of expression, his spiritual childhood and future. To everyone who has understood this, all repressive measures directed against a language must seem like crimes against the budding life of their spirit.

—KARL VOSSLER

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## Fontenelle's Reflections on Language

THE writings of Fontenelle (1657–1757) include a number of conclusions about language which suggest how preoccupied he was with the main tenets of his work, such as the support of the Moderns and attacks on superstition. These conclusions also reflect some of the atmosphere of the eighteenth century. In "Sur la Poésie en général," Fontenelle states that the primary form of language among early people was poetry. There were two reasons for this: first, laws were written in verse in order that they might be remembered more easily; and second, words were fitted into the pattern of song, man's imitation of the birds having been an early manifestation of mime. Characteristically, Fontenelle attacks the concept of divine inspiration with regard to poetry: "Ces premiers poètes n'eurent qu'à se porter pour inspirés par les dieux, pour envoyés des dieux, pour enfants des dieux; on les en crut, si ce n'est peut-être que quelques esprits nés philosophes, quoique dans un siècle barbare, se contentèrent de se taire par respect."<sup>1</sup> The author of *L'Origine des fables* suggests that the first rules to which language was subjected were the result of a sort of poets' conspiracy to keep their art esoteric: "Les poètes s'aperçurent peut-être que l'excessive indulgence qu'on avait pour eux nuirait à leur gloire, et qu'ils en seraient moins les enfants des dieux, tout au moins que leur art serait trop difficile."<sup>2</sup> He then remarks that mythology arose from "Cette bizarre multitude de dieux enfantés par les imaginations grossières de peuples très-ignorants."<sup>3</sup> Noting the continued popularity of mythological imagery, he says, "... nous re-tombons aisément en enfance."<sup>4</sup> As one would expect of this writer, he prefers realism to the fabulous, finding the latter, though sometimes excellent, too often common and trivial.

Fontenelle, champion of the Moderns against the Ancients, is easily recognizable in his attitude toward language. As Mme de Staël was to do, he attacks the servile imitation of the Greeks and likens such imitation to the ab-

surdity of the concept of supernatural inspiration. The Modern may also be seen in his view that his contemporaries rightly prefer Corneille and Racine to Homer, Vergil and Tasso.

However, there is another aspect to his explanation of this preference. After declaring that the imagery which addresses itself to the mind has the broadest possibilities of effectiveness, he observes that such imagery may also appeal to the heart. (These "images spirituelles" affecting the mind or the heart are to be distinguished from "les images fabuleuses," which are based on the imagination operating from false assumptions and "les images réelles," which arise wholly from what the eye sees.) Here Fontenelle appears to belong to the eighteenth century. Although he wants language to be intellectual, he also considers the importance of its ability to touch the heart. He thus exhibits a fusion of two eighteenth-century characteristics, glorification of the intellect and a need for sentiment.

Fontenelle hazards a prediction or two for the future of poetry. He envisages the day when poets may be proud to consider themselves philosophers rather than poets. The glory of poetry will continue to be in offering the mind "une difficulté vaincue." The old trappings, says Fontenelle, may be discarded in serious poetry or presented in new guises in lighter verse. And poetry's last stronghold may be in music, where in part it began.

As well as considering the broader aspects of language, Fontenelle evinces an interest in specific problems. One of these has to do with the attitude of the individual whose language is used the world over. In a letter written from Paris on July 24, 1728 to Professor Gottsched of Leipzig, congratulating the professor on the latter's zealous attachment to his own language,

<sup>1</sup> Fontenelle, "Sur la poésie en général," *Oeuvres complètes* (Paris, 1818), III, 37.

<sup>2</sup> *Op. cit.*, 38.

<sup>3</sup> *Op. cit.*, 38.

<sup>4</sup> *Op. cit.*, 38.



Fontenelle writes, "Il faut avouer que, nous autres Français, nous pourrions bien être trop prévenus en faveur de la nôtre, quoique la grande vogue qu'elle a dans toute l'Europe, nous justifie un peu. Nous avons l'avantage qu'on nous entend partout, et que nous n'entendons point les autres; car notre ignorance en ce sens-là devient une espèce de gloire."<sup>5</sup> Fontenelle continues, attributing the supremacy of the French language to the industry with which the French have cultivated it and to the excellent literary works of all types that have invited foreigners to learn French. He hesitates to judge whether German is really harsher than French and holds that the best test may be in song. He has what he calls a more serious charge than harshness to make against the German language, this being the length of the sentences, which he often finds confusing. As a true Modern, Fontenelle points out that although the best Greek and Roman writers are guilty of this fault, it is nonetheless a fault, and he feels that French avoidance of it is much to the good.

It is interesting to note that sixteen years later, in November 1744, Fontenelle wrote to the Englishman Lockman, "C'est un avantage que votre nation a sur nous, de savoir plus communément notre langue, que nous ne savons la vôtre; mais nous commençons à nous piquer d'honneur sur ce point, et bientôt nous ne vous céderons plus." The French attitude toward foreign languages had apparently changed then from one of exclusiveness to one of receptivity. Fontenelle could have pointed to the increasing influence of English literature on France as a contributing cause of the change.

Just as the anti-fabulist is apparent in Fontenelle's discussion of poetry, so is he with regard to the word "Saint." It is typical that Fontenelle should be led to remark on this word. In his *Histoire du théâtre français*, he notes that in mediaeval French comedy there was a great deal of swearing by saints, the choice often being determined by the required rime. This frivolous use of saints' names quite naturally draws comment from one who so frequently alluded to the man-made devices of religion. Fontenelle is frankly amused when he finds young men in Hardy's theatre addressing their beloved as "Ma sainte." He writes, "C'est une

de leurs plus agréables mignardises. Voudraient-ils marquer par là une espèce de culte? Il n'y a que les idées du culte païen qui soient galantes. Le vrai est trop sérieux. On peut appeler sa maîtresse, ma déesse, parce qu'il n'y a point de déesses; et on ne peut l'appeler ma sainte, parce qu'il y a des saintes."<sup>7</sup> If read in the light of the tone of *L'Origine des fables* and *L'Histoire des oracles*, these lines actually suggest that Fontenelle's real interest in this word "sainte" reflects his scorn for the supernatural as it affects semantics.

Another specific language problem treated by Fontenelle concerns "Tutoiement." He broaches the subject in his *Vie de Corneille*, where he congratulates his uncle for having purified the theatre. He gives as an example of this purification the fact that with Corneille, in both tragedy and comedy, couples in love abandon "tu" in favor of "vous" as the form of address.<sup>8</sup> He takes up the subject at length in a letter to Monsieur Vernet, dated July 1750, from Paris.

Fontenelle remarks that it is simple and natural to address anyone as "tu," claiming that this was indeed the custom in the known ancient languages. He goes on to state that modern languages have thought to honor a person quantitatively by using the plural pronoun in address. This quantitative idea, says the writer, is to be seen in the "nous" used by kings speaking to their subjects: "Un roi est plusieurs hommes." Obviously in the quantitative pattern "tu" becomes an expression of scorn. However, it has various complimentary uses based on the idea, "Je ne vous prends point pour plusieurs, pour d'autres." He notes that in the noble style of poetry, recalling Latin and Greek usage, royalty is sometimes addressed as "tu," a form not so used in prose. In Holy Scripture, God, being essentially one, never refers to Himself as "nous." By the same theological reasoning, Man should address God by "tu," but we are too accustomed to "vous"

<sup>5</sup> Fontenelle, lettre à Monsieur Gottsched, *Oeuvres*, II, 559.

<sup>6</sup> Fontenelle, lettre à Monsieur Lockman, *Oeuvres*, II, pp. 593-594.

<sup>7</sup> Fontenelle, *Histoire du théâtre français*, *Oeuvres*, II, 330.

<sup>8</sup> Fontenelle consistently avoids "tu" in this situation throughout his own plays.

as the pronoun of respect. But a translator of the Bible could justify either "tu" or "vous" in this respect. Fontenelle recognizes the considerable care that a translator of the Bible would have to take to avoid confusion in the use of these pronouns.

Apparently M. Vernet pursued the subject in his reply, for on November 7, 1750 Fontenelle writes him that he wouldn't presume to decide the conflict between "tu" and "vous" for him; he merely adds that Vernet should use the "tu" form in addressing God if he wishes, but that the use of "tu" should be "généralisé" as a form of address to avoid confusion.<sup>9</sup> This closes the correspondence on the subject.

Fontenelle's most decisive attitude toward language is probably in his own style. One thinks particularly of the *Entretiens sur la pluralité des mondes*, in which language is anti-pedantic and pleasurable. Although this language often borders on that of love, it never quite becomes that. In fact Fontenelle reminds the reader here of Macate, the hero in his play by that name, saying, "Je parlais d'amour à toutes les femmes, parce que je n'en sentais pour aucune" (V, 1).<sup>10</sup> In Fontenelle's style discipline keeps the gallant turn of phrase within reasonable bounds. His praise of the novel *Eléonore d'Yvrée* includes this observation: "Le style du livre est fort précis; les paroles y sont épargnées, et le sens ne l'est pas."<sup>11</sup> At moments when the reader of the *Entretiens* might think himself to be at the beginning of a long digression, he will be led swiftly back to the main point. Thus we

find: "Il vaut mieux, en effet, répondis-je, qu'on n'y voie que des pas d'amants, c'est-à-dire, votre nom et vos chiffres gravés sur l'écorce des arbres par la main de vos adorateurs. Laissons-là, je vous prie, les adorateurs, reprit-elle, et parlons du soleil."<sup>12</sup> Obviously Fontenelle would put language strictly at the service of ideas. We have seen above that such a concept does not exclude the ability to move.

Fontenelle's thoughts on language reflect in the main the man whose ideas are familiar through such works as the *Dialogues des morts*, *Les Entretiens*, and *La Digression sur les anciens et les modernes*.<sup>13</sup> These are the thoughts of a supporter of the Moderns, an opponent of superstition, a writer whose attention was naturally attracted by the way in which the gods influenced poetry and in which God might be addressed. They are the reflections of one who respected two fine characteristics of French writing: pleasure-giving and discipline.

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<sup>9</sup> Fontenelle, lettre au même, *Oeuvres*, II, 600 (first letter).

<sup>10</sup> Fontenelle, *Macate*, *Oeuvres*, III.

<sup>11</sup> Fontenelle, Lettre à Madame, dated 1687, *Oeuvres*, II, 555.

<sup>12</sup> *Entretiens sur la pluralité des mondes*, Premier Soir, *Oeuvres*, II, 17.

<sup>13</sup> The ease with which the Fontenelle who belongs to the Enlightenment may be discerned in "Sur la poésie en général" is not considered by Louis Maigron in pages devoted to this work in *Fontenelle*, (Paris, 1906) pp. 196-213

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The successful language teacher must first know what the anthropologist's concept of culture is, must then understand and love his own culture, and finally must know at first hand and sympathize with the culture represented by the language he teaches. He must constantly link the linguistic material he teaches with situations that are characteristic of the cultural group that speaks the language.

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## *An Introduction to Russian Pronunciation*

THIS paper offers an outline for introducing college students to the sounds of Russian in non-intensive courses. Stress is placed on the systematic utilization of the basic linguistic notion of contrast. This outline can serve as a supplement to any of the textbooks now in general use for beginners.

Experience has demonstrated the value of thorough drilling in pronunciation at the very start of a language course. Since it is more difficult to eliminate bad habits than to learn good ones, it appears worthwhile to begin a course by spending some time on concentrated pronunciation practice. This point has been emphasized in a recent article by Ernest F. Haden on the application of descriptive linguistics to language teaching.<sup>1</sup>

The outline presented here proposes that the pronunciation drill go hand in hand with learning the Russian letters. Although phonemic transcriptions in roman letters have been used in intensive courses based on the principles of descriptive linguistics, many teachers feel that beginning with the Russian alphabet offers fewer difficulties in the long run.<sup>2</sup> The question of special notations in language teaching has been the subject of much controversy ever since the World War II, A.S.T.P. era. Nearly all Russian textbooks use Cyrillic exclusively. W. S. Cornyn's *Beginning Russian*, designed for intensive courses, is an exception. An objective investigation of this problem appears most desirable. Such a project would entail analyzing the progress of two sufficiently large control groups during an entire course. The educational psychologist would be of great help to the linguist in this matter.

A mimeographed *Introduction to Russian Pronunciation* should be prepared for the students in three parts. Part I should contain a brief, clear survey of the main peculiarities of Russian sounds. Probably it is best to begin by pointing out the fundamental division of most Russian consonants into hard and soft. The physiological process of softening should be explained

carefully. A simple blackboard drawing will show how the tongue is raised toward the palate to produce palatalization. One effective method of learning to produce a palatalized consonant would be the following. A continuant (f, v, s, z, r, l) is pronounced as in English and held. The tongue is then raised toward the roof of the mouth. Practice in the exercise usually brings good results.

The next step would be to explain how palatalization is shown in the orthography. This involves the vowel symbols *ja, je, i, jo, and ju*. Their function is then contrasted with that of *a, e, y, o, and u*. The use of the soft-sign at the end of a word or between consonants is shown. It must be emphasized throughout that the *consonants* are either hard or soft. The vowel letters simply indicate which consonants are which. It should be added that *zh, sh, and c* are always hard; *ch* and *shch* are always soft.

The pronunciation of unstressed vowels is touched on briefly. There is no need for a detailed, theoretical treatment of this question at the elementary stage of a language course since imitation is usually effective enough. However, the change of pretonic *o* to *a* must be carefully noted.

The *Introduction* should explain the devoicing of *b, v, g, d, zh, and z* in final position and before an unvoiced consonant.

The relatively unaspirated character of Russian *t, p, and k* can be demonstrated by using the well known contrast between *p* in *pin* and *spin*.

The pronunciation of Russian *y* needs special attention. There appears to be no practical *pedagogical* need to group *i* and *y* into one phoneme, as is correctly done in linguistic analyses of the Russian phonemic system. Some

<sup>1</sup> Descriptive Linguistics in the Teaching of a Foreign Language," *M.L.J.*, XXXVIII (1954), 173.

<sup>2</sup> For example, Catherine Wolkonsky, "Some Aspects of Teaching Russian," *M.L.J.*, XXXII (1948), 25; Paul F. Orlow, "Basic Principles of Teaching Foreign Pronunciation," *M.L.J.*, XXXV (1951), 389-390.

students will benefit from a purely phonetic explanation, i.e., showing where *y* is articulated in the vowel triangle (high, approximately center or back of center, unrounded). For many Americans comparison with the Southeast U. S. pronunciation of the first vowel in *dinner* or *sister* has been found helpful.

Thus, Part I of the *Introduction* provides a brief statement of essential principles. Only the most striking features of the Russian phonemic system are mentioned. The instructor supplies oral examples whenever necessary. None need be given on the sheet.

In Part II examples are provided for ade-

quate drill in the consonant and vowel phonemes of Russian. The student applies here the data covered in Part I. It is convenient to break down Part II into five sections, so as to concentrate attention on specific points successively. The first section should treat the hard and soft consonants and their orthographic representation. (Part II must be typed with Russian characters.) The following chart has been used with good results.

For the purpose of drill, certain uncommon consonant-vowel combinations are included in the chart. All the consonant-vowel groups normally used in Russian are given. The chart

1. ba	bja	be	bje	by	bi	bo	bjo	bu	bju
2. va	vja	ve	vje	vy	vi	vo	vjo	vu	vju
3. ga	*	ge	gje	*	gi	go	*	gu	*
4. da	dja	de	dje	dy	di	do	djo	du	dju
5. zha	*	zhe	zhje	*	zhi	zho	zhjo	zhu	*
6. za	zja	ze	zje	zy	zi	zo	zjo	zu	zju
7. ka	*	ke	kje	*	ki	ko	*	ku	*
8. la	lja	le	lje	ly	li	lo	ljo	lu	lju
9. ma	mja	me	mje	my	mi	mo	mjo	mu	mju
10. na	nja	ne	nje	ny	ni	no	njo	nu	nju
11. pa	pja	pe	pje	py	pi	po	pjo	pu	pju
12. ra	rja	re	rje	ry	ri	ro	rjo	ru	rju
13. sa	sja	se	sje	sy	si	so	sjo	su	sju
14. ta	tja	te	tje	ty	ti	to	tjo	tu	tju
15. fa	fja	fe	fje	fy	fi	fo	fjo	fu	fju
16. xa	*	xe	xje	*	xi	xo	*	xu	*
17. ca	*	ce	cje	cy	ci	co	*	cu	*
18. cha	*	*	chje	*	chi	cho	chjo	chu	*
19. sha	*	*	shje	*	shi	sho	shjo	shu	*
20. shcha	*	*	shchje	*	shchi	*	shchjo	shchu	*

\* Combinations do not exist or are very rare in occurrence.

1. бч	бя	бэ	бе	бы	би	бо	бе	бу	бю
2. ва	вя	вэ	ве	вы	ви	во	вё	ву	вю
3. га	—	гэ	ге	—	ги	го	—	гу	—
4. да	дя	дэ	де	ды	ди	до	дё	ду	дю
5. жа	—	жэ	же	—	жи	жо	жё	жу	—
6. за	зя	зэ	зе	зы	зи	зо	зё	зу	зю
7. ка	—	кэ	ке	—	ки	ко	—	ку	—
8. да	дя	дэ	де	ды	ди	до	дё	ду	дю
9. ма	мя	мэ	ме	мы	ми	мо	мё	му	мю
10. на	ня	нэ	не	ны	ни	но	нё	ну	ню
11. па	пя	пэ	пе	пы	пи	по	пё	пу	пю
12. ра	ря	рэ	ре	ры	ри	ро	рё	ру	рю
13. са	ся	сэ	се	сы	си	со	сё	су	сю
14. та	тя	тэ	те	ты	ти	то	тё	ту	тю
15. фа	фя	фэ	фе	фы	фи	фо	фё	фу	фю
16. ха	—	хэ	хе	—	хи	хо	—	ху	—
17. ца	—	цэ	це	цы	ци	цо	—	цу	—
18. ча	—	—	че	—	чи	чо	чё	чу	—
19. ша	—	—	ше	—	ши	шо	шё	шу	—
20. ща	—	—	ще	—	щи	—	щё	щу	—



applies to the maximum the principle of teaching by contrast: first a hard consonant, then a soft one, and so on. Simultaneously it familiarizes the student with the spelling system and its relation to the sound system. The instructor must call attention to those instances where no contrast exists: *zhe-zhje*, *zho-zhjo*, *ce-cje*, *cy-ci*, and *sho-shjo*.

In section 2 palatalization in final position is illustrated. Such contrasts as *ap-apj*, *on-onj*, and *ir-irj* are shown. Lack of contrast in such combinations as *uch-uchj* and *osh-oshj* should be indicated.

Section 3 provides examples of devoicing in final position and before unvoiced consonants such as *ad*, *ov*, and *uzhk*. Such combinations as *ad-at*, *ub-up*, and *ozh-osh*, where no contrast exists, should be shown.

Section 4 gives actual Russian words which represent minimal pairs because of palatalization, such as the following: *byt-bytj*, *os-osj*, *mol-molj*, *von-vonj*, *polka-poljka*, etc.

Section 5 presents Russian words with similar English cognates, such as *atom*, *studjent*, *bank*, *Missisipi*, etc. These serve for reading practice and comparison with the English words. Some teachers object to the use of cognates since such words are just different enough from the English to cause difficulty.<sup>3</sup> This is, however, pre-

cisely why cognates are valuable for drill: they furnish contrast.

In Part III of the *Introduction* the main features of Russian stress and pitch are discussed. That Russian stress is phonemic can be shown by such a contrast as *lúku* 'some onion' and *Lukú* 'Luke' (accus.). As for intonation, it is sufficient to contrast *on idjot* 'he is going' with *on idjot?* 'is he going?' The intonation of questions containing an interrogative word such as *gde on?* 'where is he?' is shown to be the same as that of statements.

The *Introduction* as described above is obviously an outline of only the bare necessities for an elementary course. As the course proceeds, the basic principles are constantly reviewed and checked. Additional features are taken up when necessary. It is a commonplace that no text can be a substitute for competent instruction. The instructor must be master of the material taught. Phonetic explanations should be accompanied by the actual production of the sound. Thus, the success of the *Introduction* presented here depends on the person utilizing it. It is offered solely as a guide.

MORTON BENSON

Ohio University

<sup>3</sup> For example, C. P. Lemieux, "Improving Our Russian Textbooks," *M.L.J.*, XXXVII (1953), 135.

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"It may be that the attitude of 'progressive' educators to foreign language study is traceable to such 'logical' pattern as the following: the 'humanities' belong to an aristocratic, genteel tradition; foreign languages are descendants from the 'humanities'; therefore, foreign languages don't belong, or they deserve de-emphasis, in a democratic educational system. Or perhaps the syllogism reads thus: In a democratic society in which everyone must be educated, certain studies will prove to be too difficult for all students; foreign languages are too difficult for all students; therefore, foreign languages don't belong, or at best deserve to be at the bottom of the menu, in a democratic school system."

—NORMAN P. SACKS

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# Annotated Bibliography of Modern Language Methodology for 1955

Compiled by EVELYN VAN EENENAAM, Eastern High School, Detroit, Michigan

"... The concept and the fact of communication, of communion, and of community are deeply inter-related. Hence the foreign language teaching responsibility of the schools takes on a whole new dimension—a dimension of qualitative *and* quantitative significance undreamed of a few years ago. . . .

In the light of this need for competence in many instead of a few languages—a need which we cannot hope to meet as promptly as we should like—altered patterns of emphasis in the teaching of languages and the use of languages inevitably result. . . . You are re-examining objectives. . . . You are re-examining methods, too, for you have proven that young children and adults can learn to speak and to read languages. . . .

Our countrymen, as I see them, are calling for foreign language teaching that is increasingly thorough and intensive—teaching which will make more students bilingual in speech and thought so that they can be valid interpreters of the language and thoughts of others. . . ."

DR. SAMUEL M. BROWNELL, Superintendent  
Detroit Public Schools

I WISH to express my appreciation to Mr. J. J. Powels, my principal, who has made it possible for me to pursue timely methods and techniques in the teaching of languages. His constant interest has been a source of inspiration. I also wish to express my appreciation to Professor C. P. Merlino, my chief, for his ready cooperation and confidence in the value of our work; to Professor J. del Toro who was always willing to assist me and to encourage me in my work; to my brother Bill for generously assuming the responsibility of the typing. Thanks are also due to the libraries of the University of Michigan, Wayne University, and the Detroit Public Library.

In a bibliography of this type, it is inevitable that an article here and there may have escaped my attention. I apologize for any omitted author.

Occasionally I have included journals which had some pertinent articles that were hard to classify. I linked them with the problems of the teaching profession. I naturally included other bibliographies because of my faith in their usefulness as working tools for teachers.

The magazine *Américas*, published by the Pan American Union, *Books Abroad*, *Hispanic American Studies*, *International Journal of American Linguistics*, the many *Newsletters*, prepared by Dr. K. Mildenerberger, and the section "For Members Only," prepared by Dr. Wm. R. Parker for PMLA, contained cultural, bibliographical, and informative material that will enrich any course.

AACB: Association of American Colleges Bulletin (2)  
AATSEELJ: American Association of Teachers of Slavic and East European Languages Journal (18)  
AERTJ: Association for Education by Radio-Television Journal (4)  
AGR: American German Review (12)  
C: Culture (2)  
CER: Catholic Educational Review (1)  
CH: Clearing House (4)

CJ: Classical Journal (1)  
CJEE: California Journal of Elementary Education (1)  
CJSE: California Journal of Secondary Education (3)  
CLAJ: Canadian Linguistic Association Journal (1)  
CMLR: Canadian Modern Language Review (27)  
CTAJ: California Teachers' Association Journal (1)  
CU: College and University (2)  
CW: Catholic World (1)  
E: Education (8)  
EF: Educational Forum (3)  
EO: Educational Outlook (2)  
ER: Educational Record (3)  
FAE: Fundamental and Adult Education (1)  
FED: Foreign Education Digest (1)  
FR: French Review (37)  
GQ: German Quarterly (20)  
GR: Germanic Review (3)  
H: Hispania (43)  
HE: Higher Education (2)  
HP: High Points (9)  
HSJ: High School Journal (1)  
I: Italica (8)  
IE: Illinois Education (2)  
ISTCJ: Indiana State Teachers' College Journal (1)  
JE: Jewish Education (6)  
JEL: Journal of Education (London) (1)  
JEM: Journal of Education (Massachusetts) (2)  
JGE: Journal of General Education (1)  
JHE: Journal of Higher Education (1)  
KFLQ: Kentucky Foreign Language Quarterly (2)  
LN: Lingua (Netherlands) (2)  
MDU: Monatshefte für Deutschen Unterricht (5)  
MLF: Modern Language Forum (8)  
MLJ: Modern Language Journal (68)  
MLL: Modern Languages (London) (11)  
NEAJ: National Education Association Journal (5)  
NS: Nation's Schools (2)  
PDK: Phi Delta Kappan (1)  
PJE: Peabody Journal of Education (1)  
PMLA: Publications of the Modern Language Association of America (12)  
PS: Pittsburgh Schools (1)  
PSANCLT: Proceedings of Sixth Annual Northwest Conference on Foreign Language Teaching (2)

PSJ: Pennsylvania School Journal (3)  
 SC: School and Community (1)  
 SE: School Executive (3)  
 SL: Student Life (5)  
 SR: School Review (7)  
 SS: School and Society (8)  
 TCR: Teachers' College Record (1)

TEQ: Teacher Education Quarterly (2)  
 TO: Texas Outlook (3)  
 UMSEB: University of Michigan School of Education Bulletin (1)  
 VS: Vital Speeches (1)  
 WJE: Wisconsin Journal of Education (5)

# I. AIMS, OBJECTIVES (11). See also: 12-22, 23-36, 95-108, 118-156, 252-283.

1. Aspinwall, Dorothy B.: "A Visit to Several Classrooms," MLJ, XXXIX (Nov. '55), 379-381. Recently the writer had the opportunity to visit the modern language departments of five colleges and universities where she studied the basic objectives of their language teaching programs. The major emphasis was placed on aural comprehension and oral competence. The aims differed to a considerable degree as did their methods of attaining them.
2. Bamberger, Fred H.: "What about the Student's Point of View?" MLJ, XXXIX (May '55), 240-242. In the foreign language field a flexible and varied program which aims at the highest benefit for the majority of students is most essential. The objectives and the ways of accomplishing them are the instructor's responsibility. However, even the most erroneous conceptions of a student cannot be disregarded for they certainly help to determine his attitude toward the subject. A sample questionnaire used at Ohio Northern University may serve as a pattern to those interested.
3. Boyers, W. Hayden: "Some Humanistic Aspects of the Study of Foreign Languages," MLJ, XXXIX (Dec. '55), 409-413. If humanistic values are to be included in any course, they must be related to the so-called "practical" objective of acquiring definite linguistic skills. One of the significant humanistic experiences which should be derived from foreign language study is the realization that every language differs from every other in its mode of thought, as well as in its vocabulary and pronunciation.
4. Carmichael, A. Max: "Progressivism and Foreign Language," MLJ, XXXIX (Feb. '55), 72-76. In regard to various philosophical assumptions and their meaning for education and life, foreign language teachers and professors of education need not have any differences. There may be differences on the level of choosing the methods and the chain of aims by which the larger aims are to be accomplished. Some psychological principles have challenged the content and methodology of foreign language classes.
5. Choquette, Chas. A.: "Single-Objective Freshman Language," MLJ, XXXIX (Oct. '55), 311-313. The "three-pronged objective" referred to is that of writing, reading and conversation, and in that order. It is to the colleagues in the American colleges who follow this pattern that the writer directs this discussion with an explanation as to why the single-objective language course for French and Spanish students entering Colgate University was chosen.
6. Churchill, Frederick J. and Jacobson, Morris K.: "Who Needs to Speak a Foreign Language? Two Replies," GQ, XXVIII (Jan. '55), 8-13. These two replies are in answer to an article, that appeared in the May 1954 issue of the *German Quarterly*, by K. J. Fickert on deemphasizing the speaking aim in foreign language teaching. Our authors indicate how Mr. Fickert has missed the point of the new FL movement and how his article tends to create an unfair impression of the work of many who have tried to regain the place that languages deserve in the college and school curriculum.
7. Closset, Fr.: "Teaching Languages for a New Age," EF, XIX (Jan. '55), 185-198. The aim of living language teaching should be practical, educative and cultural. The direct or oral method alone is not sufficient; the more a method is varied, the surer it will be to achieve good results. Rules of great importance in teaching a living language to adolescents are reviewed. Ways to arouse the pupil's personal effort, spur his initiative, are also suggested.
8. Massip, José M.: "Si las Américas fuesen un continente bilingüe," H, XXXVIII (May '55), 216-219. The writer stresses the importance of the study of Spanish for the North Americans and the study of English for the South Americans as an instrument of moral unity among the peoples of the Americas. This is an objective which he considers as practical as the so-called practical objectives.
9. McVicker, Cecil Don: "Language Laboratory at Cottey," MLJ, XXXIX (Feb. '55), 82-84. The language laboratory seems to be, for many colleges, a very practical solution for those teachers who have shopped for a method which would, with the budget of their own institutions in mind, give the student that bare minimum of oral and aural practice which would provide a core of material for the understanding of the spoken tongue. With this in mind our writer has stated the objectives and explained carefully the set-up of the Cottey College language laboratory.
10. O'Connell, Richard B.: "English in Austrian Secondary Schools," MLJ, XXXIX (Mar. '55), 126-128. A brief description of the Austrian secondary school system is given as a necessary preliminary to the consideration of its aims and achievements in the instruction of English. As the experience of the writer was chiefly with the "Realgymnasium," the remarks will apply especially to the aims and methods of instruction of English, and the results in that type of school.
11. "The Goethe Institute, Munich," AGR, XXI (June-July '55), 23. The Goethe Institute was established as an independent organization to promote the teaching of German in foreign countries. The aims are stated and courses explained.

# II. "ARMY METHOD," ASTP, "INTENSIVE METHOD," "LINGUISTIC-INFORMANT METHOD," "ONE-BOND METHOD" (11). See also: 1-11, 23-36, 95-109, 118-156, 252-283, 303-308.

12. Abbott, O. L.: "Concentrated Foreign-Language Courses," JHE, XXVI (Oct. '55), 380-382. Concentrated foreign language classes in Spanish, German and French are offered during the summer sessions at Michigan State College. The advantages and disadvantages of the intensive work are explained. Experience has shown that it is possible and practical to cover a year's work during a summer session.
13. Bégué, Louise: "Un Exemple de l'enseignement intensif des langues," FR, XXVIII (Feb. '55), 331-337. The writer has assembled this material, drawn from personal experience in regard to techniques of intensive language teaching. Pronunciation, expression and comprehension are fully explained, and the results obtained are presented.
14. Chasen, Simon: "Iconoscopy" in Language Teaching," MLJ, XXXIX (Feb. '55), 79-81. It is the aim of this article to indicate one of the methods used by

the writer, at present teaching Hebrew in Weequahic High School, Newark, New Jersey, to elicit from his students spontaneous conversation. The method used, referred to as "iconoscopy" is sketched for us. The author believes that this method does "quicken the numb lips of our students."

15. Fauconnier, R.: "Can We Teach French?" CMLR, XI (Spring '55), 9-15. Would that more people were aware of the "living" quality of a modern foreign language, for then there would be fewer misunderstandings, and the teaching of languages would gain in effectiveness. A living language is a mysterious compound of feelings and ideas, and it expresses a unique movement of the mind and soul. Methods must take into account the living element of the language we teach.
16. Haugen, Einar: "Linguists and the Wartime Program of Language Teaching," MLJ, XXXIX (May '55), 243-245. The writer gives many quotations to substantiate his point that the leading ideas of the Intensive Language Program were not new, and that they were also familiar to other linguists and to numerous language teachers in this country. It wasn't that a new method had been developed, but that scientific linguists were given their chance to apply principles of language learning.
17. Hoge, Henry W.: "The Language Laboratory: Methods and Materials," H, XXXVIII (Mar. '55), 70-72. At Indiana University the new language laboratory is a typical installation in point of size and flexibility of operation since it represents an amalgamation of the desirable features of several similar installations. The writer describes the chief features of this large laboratory designed to serve hundreds of language students and lists the equipment required.
18. Mayer, Edgar N. and Obrecht, Dean H.: "The Application of Linguistics to Language Teaching," FR, XXIX (Oct. '55), 32-37. At Lafayette College the Department of Languages has changed its first year language program to a semi-intensive five-hour conversational course. The principles and a statement of the classroom interpretation of these principles are

carefully explained. The writers are confident that this method under intensive conditions brings real mastery of a second language in the realm of possibility.

19. McMullen, Eldon: "The Intensive Method: An Experiment," MLJ, XXXIX (Oct. '55), 293-294. If modern languages are to be of use to students in this Air Age, there must be more stress on oral work than on written exercises. At the State Teachers College at Eau Claire, Wisconsin, an intensive course in French was offered in the fall of 1948. The writer made this study to find out how much subject matter could be retained by students who had no written assignments.
20. Sniderman, M.: "Frequency Counts," CMLR, XI (Winter '55), 18-20. Various word lists are named and explained, and objections are given to certain frequency counts. A committee, appointed to produce a standard list, was made up of high school and college teachers representing the "direct-oral" and the "direct-reading" methods of approach. The results are given.
21. Stieglitz, Gerhard J.: "The Berlitz Method," MLJ, XXXIX (Oct. '55), 300-310. The writer gives us a very detailed explanation of the objectives, vocabulary selection, direct principle, organizing principle, key examples for a gradual sentence development of a lesson for a German class, drill devices of a lesson for a French class, and textbooks. Attention is given mainly to the elementary stages of the Berlitz course which sets the pattern for further work and proves the feasibility of a 100% direct approach from the very beginning when the methodological difficulties are greatest.
22. Whitehouse, Robert S.: "The Work-Shop Method in German," MLJ, XXXIX (Apr. '55), 174-176. It is the purpose of this article to review briefly the pioneering effort which brought into existence this language-laboratory program in the University of Miami, and to suggest concrete ways in which the work-shop method may be depended upon to augment the satisfaction and the success of the teaching of a modern foreign language.

### III. AURAL-ORAL, CONVERSATION, PHONETICS, PRONUNCIATION (14).

See also: 12-22, 95-109, 118-156, 252-283, 303-308.

23. Abbott, O. L.: "An Experiment in Oral Spanish," MLJ, XXXIX (Nov. '55), 338-341. This is an account of the writer's experiment in using the direct method in teaching Spanish to a very small group in order to test the effectiveness of a completely oral method under carefully controlled conditions. The personnel of his class was his family of four who met one evening per week for a period of about 30 minutes for eight weeks.
24. Delattre, Pierre: "Les facteurs de la liaison facultative en français," FR, XXIX (Oct. '55), 42-49. Realizing the difficulties that the so-called liaisons facultatives present, the writer has analyzed five occasions of variations of these liaisons and has explained these carefully by giving numerous examples.
25. Harvey, Howard G.: "A French Language Laboratory on Four Levels," FR, XXIX (Dec. '55), 140-149. The French Language laboratory at the University of Rochester, begun in 1951, offers four levels of instruction. The laboratory meetings are devoted exclusively to oral practice led by native French assistants. The plan for each of the four levels and methods used are carefully explained. The aural-oral training is continuous and cumulative.
26. Lindstrom, Thais S.: "The 'Alter Ego' Approach to Oral French," FR, XXIX (Oct. '55), 38-41. All language teachers will enjoy reading this account in which each student was to create a new personality whose life would be described and lived during the six

weeks of the course. The assumed character was to be completely different from the student's own. For their "new lives" a representative selection of current magazines and newspapers was used.

27. Lurie, Rose G.: "The Repudiation of Essentials," JE, 26 (Fall '55), 47-51. For many reasons stated in the article it is most important to have a speaking knowledge of the Hebrew language. In order to achieve various objectives stated there follows a discussion of the nature of basic Hebrew instruction. Much thought is given to such questions as: "Is bi-lingualism a deterrent or an aid in the learning of a language?" "At what age should we begin to teach Hebrew?"
28. MacGowan, K. A.: "A Renewed Plea for an Oral Approach," MLL, XXXVI (Mar. '55), 55-57. Various problems in the teaching of French are explained. The value of the oral and imaginative approach to language teaching, not an easy one, is emphasized. In a comprehensive school in which large numbers of children of every standard are learning a foreign language, some form of oral method in which all groups may participate is the only hope for modern languages in the school of tomorrow.
29. Morris, Marie-Louise T.: "Conversational French at New Trier High School," FR, XXVIII (Apr. '55), 436-440. Conversational French was offered in the fall of '52 as a minor. It was offered three times a week for forty-minute periods and granted one credit and a



half per semester. It was understood that the course was to be taken for one year, for a second year if desired. Membership was restricted to fifteen who had completed two years of French with a grade of "B" or better.

30. Myron, Herbert B. Jr.: "Advanced Conversation Anew," *FR*, XXVIII (Apr. '55), 425-428. Many steps can be taken toward revitalizing advanced conversation courses. In fact those steps have been taken in the course "Advanced Conversational French" at Boston University. The course, its aims and approaches are very carefully explained. Many helpful suggestions are given to help make modern language study an educational adventure.
31. Pfeffer, J. Alan: "Modern Languages in the American College Curriculum," *MLJ*, XXXIX (Feb. '55), 64-68. Professor Pfeffer gives a brief history of the introduction of modern foreign languages in the college curriculum including the recent popularity of the oral courses. He outlines the innovations started at various leading American colleges and touches upon the opposition that still exists toward these innovations. Our writer also gives considerable emphasis to the area language studies.
32. Rede, Alberto L.: "hsinapS gnihaeT uoY erA woH," *TO*, 39 (Apr. '55), 20-21, et seq. The writer believes that teaching Spanish by means of ironclad rules of grammar before students are able to converse in the language is backing into the situation and not really being of any service to the students. We must place more emphasis on conversational Spanish and less on grammar, reading, and writing. Conversational Spanish as a high school subject on an experimental

basis in the El Paso high schools is very popular.

33. Reid, J. Richard: "The Teaching of Spanish Pronunciation: Some Reflections on Two Recent Texts," *H*, XXXVIII (Dec. '55), 414-423. The observations that are offered here are given in hope that a detailed comparison of Bogg's and Haden's manuals with each other and with Navarro may shed some light on two thoughts: what information is most useful to the learner, and what are the facts.
34. Stock, Marie: "Foreign Language Teaching in French Schools," *CMLR*, XII (Fall '55), 11-18. The writer had the pleasant experience of visiting a number of schools in the Paris area, and of observing classes in modern foreign languages. Her comments, dealing with a limited aspect of this vast subject are based on conversations with teachers, observations of classes in English and German in the various grades in three schools of different types. The direct method is used.
35. Stookins, Joseph S.: "Aural-Oral French Courses at Middlebury College," *FR*, XXVIII (Apr. '55), 441-443. At Middlebury College a new and original approach to the learning of French through aural-oral techniques has made a definite contribution to the teaching of languages in the United States. The method used is based on two main premises which are carefully explained as are the courses with the materials used.
36. "Teaching of Special Subjects," *UMSEB*, 26 (Apr.-May '55), 112-117. Professor Merhab and others employ and teach modern linguistic (aural-oral) methods in modern languages. These are being used in the preparation of teachers in the elementary schools.

#### IV. BIBLIOGRAPHY, REPORTS, STATISTICS, SURVEYS (58).

See also: 12-22, 23-36, 95-109, 118-156, 252-283, 295-302.

37. Altenhein, Margarete R.: "Forty Years of Major Enrollment in Foreign Languages, 1909-1949," *CU*, 30 (Jan. '55), 158-165. This paper traces the enrollment changes of these forty years and offers some speculation about some of the reasons for these changes. This study concerns Hunter College of the City of New York and is confined to women students matriculated in the day session of the undergraduate college of Arts and Sciences.
38. Altenhein, Margarete R.: "Foreign Language Enrollment at Hunter College, 1909-1949," *SS*, 82 (Sept. 3, '55), 73-74. See article #37.
39. Barclay, Catherine: "Folks, We're Backward!" *CMLR*, XI (Summer '55), 5-6. The writer presents a splendid review of the sixth annual Northwest Pacific Conference on Foreign Language Teaching under the able direction of Miss Lurline V. Simpson of the University of Washington. It is most encouraging to read that the "Americans, teachers and public, with characteristic energy, are on their way to doing something about teaching foreign languages adequately at all levels."
40. "Bibliography Americana Germanica, 1954," *AGR*, XXI (Apr.-May '55), 34-40. This is the fourteenth bibliography on German-American studies under the auspices of the Anglo-German Literary Relations Group of the Modern Language Association of America.
41. Bolinger, Dwight L.: "Prescriptive Statements and Mallo's Anglicisms," *H*, XXXVIII (Mar. '55), 76-78. Professor Bolinger comments on the writings of Jerónimo Mallo on Anglicisms, and that of Nikito Nipongo on *Pochismos*.
42. Bolinger, Dwight L.: "More on Prescribers and Describers," *H*, XXXVIII (Sept. '55), 309-311. Mr. Bolinger comments on Mr. Bowen's article in *Hispania*, XXXVIII (Sept. '55), 307-309.
43. Bowen, J. Donald: "Prescription and Description," *H*, XXXVIII (Sept. '55), 307-309. The writer attempts to give an answer to the objections raised by Mr. Bolinger in his article in *Hispania*, XXXVIII (Mar. '55), 76-78.
44. Brown, Paul A., et al.: "Bibliography for 1954," *PMLA*, LXX (Apr. '55), 183-259. This Bibliography will be a great help to teachers of all languages. References on the various languages and literatures are grouped according to languages, and are listed alphabetically by language.
45. Coates, Mary W.: "Can We Streamline the Teaching of Foreign Language?" *CH*, 30 (Nov. '55), 149-152. Our writer reviews various problems in the teaching of languages, and suggests and explains some short cuts. Our approach can become more purposeful.
46. Dorosh, John T.: "Bibliography of Current Publications in Slavic and East European Languages," *AATSEELJ*, XIII (Mar. 15, '55), 28-30. This Bibliography includes titles of dictionaries and grammars which will be invaluable to teachers of Slavic and East European languages.
47. Dorosh, John T.: "Bibliography of Current Publications in Slavic and East European Languages," *AATSEELJ*, XIII (Sept. 15, '55), 86-89. Teachers of Slavic and East European Languages will find this Bibliography of great help. The periodicals are listed under headings of Education, Language, Literature.
48. Dorosh, John T.: "Bibliography of Current Publications in Slavic and East European Languages," *AATSEELJ*, XIII (Dec. 15, '55), 108-110. Teachers of Slavic and East European Languages will find this Bibliography of great help. The periodicals are listed under headings entitled Education, Language, Literature.
49. Douglas, A. Vibert: "Canada's Stake in Unesco," *C*, XVI (Sept. '55), 316-324. The writer reviews the many important activities sponsored by Unesco regarding the various educational centers for the study

- of foreign languages, study tours, bibliographies for the teaching of languages, cultural activities of many kinds, and numerous international projects.
50. "Editorial Comment and News Notes," *CJEE*, XXIII (May '55), 193-194. All teachers of Spanish will be interested in the account of the Conference on the Education of Spanish-speaking Children and Youth at which time techniques for improving language facility were discussed.
51. "Editorial Comment," *I*, XXII (Mar. '55), 69. Teachers of Italian may obtain free of charge a useful mimeographed "Report on Visual Aids Pertaining to the Culture of Italy" by writing to Prof. H. H. Golden, Dept. of Romance Languages, Boston University.
52. "FL Program," *PMLA*, LXX (Apr. '55), ix-xvi (June '55), xiii-xx; (Sept. '55), vii-x; (Dec. '55), xi-xviii. All teachers of foreign languages will find many items of interest and value in these sections.
53. "German Literature of the Nineteenth Century, 1830-1880," *GR*, XXX (Feb. '55), 40-63. This Current Bibliography covering the year 1953 and dealing with German literature of the nineteenth century was compiled by members of the Research and Bibliography Committee of the German IV Group of the Modern Language Association of America.
54. Hilling, Suzanne: "Canadian and European Education—a Comparison," *CMLR*, XI (Summer '55), 13-24. This is a synopsis, with a diagram, of the educational situation in England, Canada, Germany and France. It is not the purpose to compare the systems, nor to repeat details of statistics.
55. Huebener, Theodore: "How Alert Are Our Foreign-Language Teachers?" *HP*, XXXVII (May '55), 54-56. Dr. Theodore Huebener, Director of Modern Foreign Languages, New York City, sent questionnaires to the foreign language staff in the city schools for the purpose of gathering information with reference to their professional equipment. An examination of the results reveals a very encouraging picture. The New York City foreign language staff truly consists of well-prepared, active and alert teachers.
56. Jackson, Wm. T. H., et al.: "Committee on Textbooks—Final Report," *GQ*, XXVIII (Nov. '55), 228-230. The Committee submits this final report, a statement of desirable and undesirable features in elementary and intermediate German texts. This report aims to fill the urgent need for views expressed of various types of texts, and it will be useful to authors, editors, and publishers of German textbooks.
57. Kaulfers, Walter V.: "Criteria for a Foreign Language Program," *CH*, 30 (Oct. '55), 78-82. Professor Kaulfers explains three criteria of a good foreign language program for today's high-school youth: a good foreign language program is good to the extent to which it is adapted to the students who are required, permitted, or encouraged to enroll in the courses; it is one that yields more satisfactions than discouragements to teachers; it is good to the extent to which it contributes to the basic purposes of general education in our time.
58. Lihani, John: "The Cycle of Interest and Indifference in Foreign Languages," *MLJ*, XXIX (Nov. '55), 355-360. This is the history of the ebb and tide of the study of modern foreign languages in the United States. According to our writer there is a cycle of ten years duration in this ebb and tide. There is a pressing need for a program to awaken more people to the importance of modern foreign language study—to awaken them to action for the cause of language study.
59. London, Gardiner H.; Mead, Rob't. G. Jr.; London, K.: "A Guide for the Spanish Major," *H*, XXXVIII (May '55), 131-149. It is the purpose of this "Guide" to help the student progress by offering a variety of suggestions. The acceptance of these will, of course, depend on the facilities of his school, the quality of its instruction, the time available, and the maturity of the student.
60. Luciani, Vincent: "Bibliography of Italian Studies in America," *I*, XXXII (Mar. '55), 49-53. Recent books and reviews are listed. Several articles (Oct.-Dec. '54) and addenda are briefed.
61. Luciani, Vincent: "Bibliography of Italian Studies in America," *I*, XXXII (June '55), 120-126. Recent books and reviews are listed. Several articles (Jan.-Mar. '55) and addenda are briefed.
62. Luciani, Vincent: "Bibliography of Italian Studies in America," *I*, XXXII (Sept. '55), 180-187. Recent books and reviews are listed. Several articles (Apr.-June '55) and addenda are briefed.
63. Luciani, Vincent: "Bibliography of Italian Studies in America," *I*, XXXII (Dec. '55), 259-263. Recent books and reviews are listed. Several articles (July-Sept. '55) and addenda are briefed.
64. McCoy, Ruth L.: "A Development of Readiness among High School Students for the Study of Beginning Spanish," *MLJ*, XXIX (Jan. '55), 9-11. It is the purpose of this study to test certain hypotheses relative to the development of readiness in high school students to learn the language and culture of Spanish speaking Latin American peoples. A tenth grade social studies class of twenty-eight students in the high school in Stillwater, Oklahoma, was selected for this experiment.
65. Mead, Robert G. Jr.: "A Select List of Periodicals of Interest to Hispanists," *H*, XXXVIII (Dec. '55), 427-429. This list is not exhaustive, but those periodicals listed will be of principal or subsidiary value not only to the humanistic student of Spanish and of Spanish American culture, the student whose training is in language and literature but also who is interested in history, philosophy, politics and economics.
66. Mildener, Kenneth: "The Progress of 'FLES'," *E*, 75 (Apr. '55), 498-503. Dr. Mildener very carefully traces the FLES movement which now has reached surprising proportions. Figures cited here are minimum figures, but all are substantiated by signed questionnaires which were returned to the MLA. This thorough and interesting picture of the dimensions of the FLES movement is truly most gratifying. Education leaders and foreign language people will work together to continue to advance this Program.
67. Mildener, Kenneth W.: "The FL Program," *FR*, XXIX (Dec. '55), 165-169. Assistant Director of the FL Program, Kenneth Mildener, explains the "Stake of Modern Foreign Language Teachers in FLES" which is of much concern to everyone in the language field. What the educators are saying today about foreign languages is discussed; some fears that need allaying are explained. Whether the FL Program comes into general practice in the near future depends largely upon the unified effectiveness of the foreign language profession today. We must work and move forward together, determined to make this Program succeed.
68. Miller, Elizabeth M.: "So You're Taking Your Child to France," *FR*, XXVIII (Jan. '55), 252-257. If a child is to be happy in France, there must be some psychological preparation for the new experience and some knowledge of spoken French. The writer's experience with her pre-school daughter was so successful that she gives us a most interesting and worthwhile report.
69. "MLA Foreign Language Program," *H*, XXXVIII (Dec. '55), 487-492. Editor Walsh reports "Facts and Opinions" regarding foreign language study in our schools from well-informed persons, also other data of interest to language teachers.
70. "MLA Foreign Language Program," *MLJ*, XXXIX (Jan. '55), 19-20; (Feb. '55), 96-99; (Apr. '55), 197-200; (May '55), 265-267. Many items of interest to all teachers of modern languages are explained for



- us. These include "Opinions Worth Hearing," a summary prepared by Dr. Theodore Andersson and his committee of the Conference on the Teaching of Modern Languages and Cultural Understanding; and a Tentative List of FL Summer Schools with workshops for elementary school teachers.
71. Morgan, Bayard Q.: "Inside the FL Program," *GQ*, XXVIII (May '55), 137-141. The writer of this article has given us his most favorable impressions of the work of the FL Program with its hard-working staff headed by Wm. Parker, Director, and Kenneth Mildenberger, Assistant Director of this Program.
  72. Moser, Gerald: "A Gíria Académica: Portuguese Student Slang," *H*, XXXVIII (May '55), 159-168. The purpose of this article is twofold. Combining the antiquated, rare, and current usage, this study seeks to determine the spirit of the "gíria académica," assuming that the spirit changes a bit. It also attempts a comparison between two countries of common origin, as a step in tracing the historical development and change of the "gíria académica." A short list of Portuguese slang terms in use in 1954 is appended.
  73. Moulton, Wm. G.: "A Brief Bibliography on Linguistics for Foreign Language Teachers," *PMLA*, LXX (Apr. '55), 33-35. Out of much material that the linguists produce there has emerged a group of principles, attitudes and techniques now firmly established and of value to foreign language teachers. This brief bibliography lists a few works of this type which fall into two classes.
  74. Muller, Siegfried H., et al.: "Report on the Proceedings of the Television Committee, A.A.T.G.," *GQ*, XXVIII (Mar. '55), 89-95. The members of this committee represent both college and high school teaching levels and educators engaged in teaching German by radio or television. A plan is submitted for a beginners' course of 13 half hour sessions, and recommendations are also given for consideration by the committee.
  75. Neuse, Werner: "To Keep the Ball Rolling," *GQ*, XXVIII (Jan. '55), 1-7. The writer, president of the American Association of Teachers of German, reports on the work of the German teachers in executing the Modern Language Program in this, his presidential address. He also proposes some new areas in which the German Association should take an active interest.
  76. "News and Comment," *AGR*, XXI (Jan. '55), 36-37; (Feb.-Mar. '55), 36-37; (Apr.-May '55), 29-30; (Aug.-Sept. '55) 33-35. All teachers of German will be interested in the items explained in these sections.
  77. Parker, Wm. R.: "The Future of the FL Program," *MLJ*, XXXIX (Mar. '55), 146-149. Dr. Parker gives us his third annual report as Director of the FL Program. A word of warning is given that the future and success of the foreign language program depends upon each teacher's improving his own teaching in his school, college or university.
  78. Parker, Wm. R.: "The Future of the FL Program," *FR*, XVIII (Apr. '55), 403-409. See article number 77.
  79. Parker, Wm. R.: "The Future of the 'FL Program'," *XXXVIII* (Mar. '55), 84-89. See article number 77.
  80. Parker, Wm. R.: "The Future of the 'FL Program'," *PMLA*, LXX (Apr. '55), 7-14. See article number 77.
  81. Parker, Wm. R.: "A Literature Professor Looks at Language Teaching," *MLF*, XL (June '55), 8-18. Dr. Parker tells us what the MLA has been doing about language teaching during the last two years and two months. The FL Program of the MLA is very carefully reviewed since it was launched in October 1952. Generalities and personal comments may seem harsh, but some specific justification illustrates what is meant. Every teacher of languages should read and think about this address most seriously.
  82. Powers, Francis F.: "Selected References on Secondary-School Instruction," *SR*, LXIII (Feb. '55), 98-119. The grouping of subject fields is followed for the list of references. In this foreign language section, pages 113-117 are some 1953 and 1954 references to monthly features in modern foreign language periodicals. This annotated list includes items on methods of teaching, cultural understanding through language study, etc.
  83. President's Annual Report—Part I: "Committee on Foreign Language Teaching," *ER*, 36 (Jan. '55), 37-38. The work of this Committee on Foreign Language Teaching is briefly explained.
  84. Remmers, H. H.: "Standardizing Foreign-Language Requirements for the Ph.D.," *SS*, 81 (Mar. 19, '55), 84-85. The writer proposes a program for a uniform measuring stick either nationally or internationally if Unesco can be persuaded to sponsor the project. The plan proposed will protect the language requirement against inflationary pressures on the part of students and by faculty members.
  85. "Report of Study Groups—Group XII—Foreign Languages," *ISTCJ*, XXVII (Oct. '55), 15-16. All modern foreign language teachers will be interested in this group report with its sections on purpose, membership, procedure and recommendations.
  86. "Report of the Committee on Modern Language Teaching Techniques," *MLF*, XL, (Dec. '55), 126. Teachers of modern foreign languages will be interested in the chapter on "Techniques Useful in Aural-Oral Learning Situations" and "Annotated Bibliography."
  87. Schnerr, Walter J.: "Lapsed Time and Continued Action in Brazilian Portuguese," *MLF*, XL (Dec. '55), 83-94. It is the purpose of this study to give an analysis of the construction of lapsed time and continued action, and also of the closely related expressions meaning "ago" and "previously" in the literary language of Brazil. The basis of this study is the analysis of all pertinent constructions in some forty twentieth-century texts and in a few nineteenth century.
  88. Selvi, Arthur M.: "The Status of Foreign Language Study in Connecticut Public Secondary Schools as of January 15, 1954," *TEQ*, XII (Winter '55), 58-66. Questionnaires were sent to the principals of the 137 Connecticut public secondary schools for the purpose of obtaining statistical data on foreign language study in the state. All cooperated, and 100% returns were secured.
  89. Stubing, C. H.: "Strategy and Tactics for a Successful College Foreign Language Program," *MLJ*, XXXIX (Apr. '55), 195-196. The purpose of the observations presented is to examine some of the actual techniques of fighting the cause of foreign language study at the college level. The paper is limited to the experiences of the Foreign Language Department staff at New Mexico A and M. Some selected problems such as insufficient contact hours, language laboratory and methodology, money, with attempted solutions, are offered to illustrate strategic and tactical principles.
  90. Tharp, James B.: "Status of the Academic and Professional Training of Modern Language Teachers in the High Schools of the United States," *MLJ*, XXXIX (Oct. '55), 279-289. Mr. Tharp begins his report of the survey (1948-1953), suggested by Mr. Freeman, for a nation-wide view at the status of teacher education for the modern foreign languages. Much of the original work was done by the general chairman, Chas. M. Purin. Mr. Tharp was appointed to correlate the work that had been done by the various committees and subcommittees of language teachers of the various states. The report is concluded in the *MLJ*, XXXIX (Dec. '55), 391-403.
  91. Walsh, D. C.: "The MLA Foreign Language Program," *H*, XXXVIII (May '55), 222-229. Editor Walsh reports on many items of interest to all teachers of foreign languages.
  92. Wellemeyer, J. F.: "Future Needs for FL Teachers in Colleges and Universities," *MLJ*, XXXIX (Nov. '55),

333-334. Survey of prospective enrollments are being made for the fantastic increase estimated in the very near future. Since the problem essentially is that of recruiting and training adequate numbers of new teachers, the writer has attempted to indicate the order of magnitude of the problem in the foreign language field.

93. Wheeler, B. W.; Hocking, E.; Johnson, H. L.; Allen, J. H. D. Jr.; Staubach, C. N.; Birkmaier, E. M.: "The MLA Inter-disciplinary Seminar on Language and Culture," *MLJ*, XXXIX (Mar. '55), 115-122. At the invitation of Professor del Toro, Editor of *MLJ* and President of the Central States Modern Language Teachers Association, these five well known scholars in the language field met in Detroit for the CSMLTA convention for this panel discussion. B. W. Wheeler explains the work outlined by the seminar which was a cooperative effort of foreign language teachers with representatives of other disciplines equally concerned with the analysis and understanding of other cultures. E. Hocking insists that our teachers must acquire a cultural understanding before they can impart it to

their students. Harvey L. Johnson is confident that the broader perspectives will certainly win to our cause representatives of other disciplines who have considered elementary language instruction a preparation for advanced work in literature. Joseph H. D. Allen, Jr. believes that every language teacher agrees with the negative phase of the report, but that the positive portion suffers from weaknesses. Chas. N. Staubach agrees that the seminar asks us to map out the road of foreign language study and culture area. Emma M. Birkmaier proposes that the foreign language teachers face the issues stated in the report, and that those of adventurous spirit and experimental mind remedy the situation.

94. Zawacki, Edmund: "On Scientific Designation of Aspects in Russian and Polish," *AATSEELJ*, XIII (Mar. 15, '55) 4-9. Two studies, one by Leonard Bloomfield, another by Irwin Koschmieder are examined for us as to their views on aspects or verb-pairs. Concrete examples and graphs explain the above.

#### V. CORE CURRICULUM, CORRELATION, GENERAL EDUCATION, INTEGRATION (14).

See also: 37-94, 109-117, 118-156, 252-283, 295-302.

95. Birkmaier, Emma M.: "The Core Curriculum: A Promising Pattern for the Education of Adolescents," *SR*, LXIII (Sept. '55), 330-3333. The core curriculum is a challenge to educators, and for many reasons explained, Dr. Birkmaier firmly believes it offers challenges to today's adolescent which no other curriculum organization does. Projects in the core class cover a period of time and are dealt with from a broad perspective. Problems can be taken up in the special-interest laboratories as in foreign languages, mathematics, and science, for the core curriculum stresses active learning.
96. Blume, Eli: "We Grow by Sharing," *MLJ*, XXXIX (Dec. '55), 418-422. The writer had the good fortune to visit a large number of language classes at the Bronx High School of Science. As a result he has tried to categorize some of the more provocative devices and procedures seen in action and considered worthy of discussion. Some of the methods are applicable to different types of lessons, and many ideas presented here are stimulating enough to promote a critical evaluation of the classroom methodology.
97. Coons, Arthur G.: "Practical Aspects of Liberal Education," *AACB*, XLI (Mar. '55), 108-113. Liberal education makes use of the many fields of knowledge, disciplines and the methods utilized as means of knowing and thinking. The aspect of modern liberal education is practical. In the various approaches to practically reviewed, modern foreign languages play their part. We are recovering the balanced emphasis upon "doing" as against "knowing about."
98. Davidson, Hugh M.: "On the Future of College French," *FR*, XXVIII (Feb. '55), 338-344. The writer has taken a middle standpoint, without neglecting the implications of principles or the demands of the classroom. The future position of college French appears to depend on the answers to two questions: What is its proper relation to pre-college language training? What is its proper relation to the whole—and usually revised—undergraduate program? The answers are offered as suggestions.
99. De Sauzé, Emile B.: "Continuity and Articulation in the Study of Foreign Languages between Elementary and Senior High School," *FR*, XXVIII (May '55), 536-537. Dr. De Sauzé outlines the practice followed in the Cleveland Public Schools during the 34 years of foreign language teaching in grades 1 to 6 inclusive. The method used in these grades is purely oral and aural. The importance of continuity in language learn-

ing is emphasized by Dr. De Sauzé who declares that it is most wasteful to let those who studied a language in the elementary grades wait one to three years, as is the case sometimes, before continuing that study again.

100. Finocchiaro, Mary: "Puerto Rican Newcomers in Our Schools," *HP*, XXXVII (June '55), 37-49. The effective and rapid integration of Puerto Rican newcomers into the life of the city, community, and school has become a primary concern of educational and social agencies in New York City. The school authorities are facing the problems squarely with confidence and eagerness in their attempt to give these Puerto Rican children the opportunities for education and participation in our society.
101. Forkey, Leo O.: "The Role of Modern Languages in the Liberal Arts College," *MLJ*, XXXIX (Mar. '55), 135-140. It is the purpose of this article to attempt to appraise realistically the modern language situation through the country. A foreign language has many of the values attributed to "general education," and modern languages do have a role to play in the Liberal Arts college. This role has three main objectives as outlined for us.
102. McCloy, C. H.: "Do Educators Need Foreign Languages?" *MLJ*, XXXIX (Feb. '55), 77-78. Yes, indeed, educators do need a knowledge of foreign languages. In the area of physical education they certainly do, as well as in other areas, as our writer explains.
103. Mott, N. F.: "Science and Modern Languages," *MLL*, XXXVI (Mar. '55), 45-50. President Mott firmly believes that scientists should learn modern languages. In this article he discusses three things: why he thinks that scientists should learn modern languages at school and university; whose fault it is that they fail to do so, and what ought to be done about it.
104. Putter, Irving: "High-School-College Articulation in Foreign Languages," *MLJ*, XXXIX (Mar. '55), 123-125. The articulation between high school and college work in foreign languages has been a subject of concern to administrators in high schools, colleges and universities. The writer undertook an experiment on the Berkeley, California campus in January 1953, and he repeated it again in June 1953. The results are given and explained, and conclusions are drawn from them.
105. Rooney, Wm. J.: "The Co-ordinating Seminar:

- Climax of a Liberal Education," JGE, IX (Oct. '55), 42-53. The curriculum into which the co-ordinating seminar fits does consist at the freshman and sophomore level of two years of general education in which the student takes, among the many courses named, four semester courses of a modern foreign language.
106. Scanio, Vincent A.: "Articulation and Cooperation between High-School and College Language Programs," H, XXXVIII (May '55), 169-172. This is the report of a survey on the status of Romance language study in Michigan high schools. Some eighty high schools where French or Spanish is taught in the state were visited by the writer and several colleagues.
107. Wyndham, R. E.: "Dictation in Modern Language Teaching," MLL, XXVII (Dec. '55), 20-24. A dictation test serves many purposes for it tests so many linguistic skills. It has a wider value in both language study and general education. In the field of language study, dictation is of value also in the training and knowledge it affords.
108. Zoglin, Mary Lou: "Foreign Languages in General Education," MLJ, XXXIX (Nov. '55), 364-368. A summary of current theory and practice presented here aims to help the language specialist to see his field of interest through the eyes of the general educationist. All the viewpoints described are those of educators primarily interested in developing general education programs and concerned with language study as it contributes to this goal.

#### VI. CURRICULUM PLANNING, ADMINISTRATION (9).

See also: 1-11, 12-22, 23-36, 37-94, 118-156, 252-283.

109. Barclay, Catherine: "A Canadian Association of Modern Language Teachers?" CMLR, XI (Winter '55), 6-8. The writer deplores the fact that there is no Canadian Association of Modern Language Teachers. Many constructive suggestions are given as to the specific purpose of such an association to aid those who are teachers of modern foreign languages.
110. Douglass, Earl R.: "The Modern High-School Curriculum," SR, LXIII (Jan. '55), 16-24. For various reasons explained, the task of modernizing the high-school curriculum must be accelerated. As for the study of foreign languages, excessive attention given to syntax and grammar must give way to other objectives and emphasis.
111. Dryer, Marian: "Grade School French Students Reach High School," FR, XXIX (Dec. '55), 157-161. At Brighton Number One School, grade school French is in its seventh year. This program began in 1949, and all the fifth graders then began to study French. For two years they learned French orally. When they entered the seventh grade, they chose French or Spanish. Aural-oral learning remains the major aim through grade twelve.
112. Dunkel, Harold B.: "Educational News and Editorial Comment," SR, LXIII (Mar. '55), 129-141. All teachers of foreign languages will find much of interest and value in the section "Future Language Problems." The secondary school administrators must make plans for the pupils who have had a modern foreign language in the elementary school. These pupils have been trained in various methods and skills, and secondary schools need evaluation programs to place these pupils adequately.
113. Dunkel, Harold B.: "Educational News and Editorial Comment," SR, LXIII (Dec. '55), 461-468. Again the writer refers to the problems that high schools will face in the near future as the result of the various modern foreign language programs in the elementary schools today. An estimate is given of the number of elementary school foreign language programs and pupils involved.
114. Hartmann, Marie M.: "A Mexican Student Exchange Program," H, XXXVIII (Sept. '55), 305-306. Our writer explains this exchange program of the Clinton, Iowa High School and Junior College. The experience of this exchange program is of inestimable value for Mexicans and North Americans.
115. Hawkins, S. C. M.: "The 'Ecole Annexe' of MacDonald College," CMLR, XXI (Fall '55), 19. The "école annexe" met with most enthusiastic support from pupils and from parents. Many pupils volunteered to attend without parental prompting. The students of the French Summer School showed a corresponding enthusiasm for the project. They felt that supervised practice teaching offered advantages not found in a purely theoretical course.
116. Vredevoe, Lawrence E.: "A Viewpoint on Electives and Requirements of the Secondary School," CJSE, 30 (Feb. '55), 98-102. Our writer reviews the reports of various committees that contributed to curriculum organization in the secondary schools from 1893 to the present time. Teachers of languages will be interested in the trends in electives and requirements regarding modern foreign languages.
117. Wasley, Ruth E.: "A Junior High School Exploratory Course in Modern Languages," MLJ, XXXIX (Apr. '55), 187-190. The Milne School, the Campus School of the New York State College for Teachers, Albany, New York, offers an Exploratory Course in foreign languages in its eighth grade curriculum. This is to help the students select their language or languages in high school. For several reasons the French program emphasizes a broad socio-cultural approach. The materials covered, the realia, games and projects used are explained.

#### VII. ELEMENTARY SCHOOL (38). See also: 1-11, 12-22, 23-36, 37-94, 252-283, 284-294, 295-302, 309-333.

118. Andersson, Theodore: "The Teaching of a Second Language in the Elementary Schools: Issues and Implications," E, 75 (Apr. '55), 490-497. Dr. Andersson sketches several developments in the teaching of foreign languages in the elementary school and places much emphasis upon the importance and value of beginning the study of a second language in the elementary school. Suggestions are made as to the types of materials and lessons for each level. Colleges and universities "are beginning to retool." This process will have to speed up for qualified elementary school teachers equipped to teach foreign languages must be secured.
119. Andersson, Theodore: "The Teaching of Modern Languages in the Elementary School: A Language Teacher's View," EO, 29 (Jan. '55), 41-48. The teaching of modern languages in the elementary schools is in its third stage of development in this country. The many problems and questions in connection with this fast-growing trend in America are discussed such as: Why should languages be introduced into the elementary school? What is the best starting place? How may we obtain necessary continuity and progression in this program? What materials and what methods shall we use in this work?
120. Brickman, Wm. W.: "Foreign Language Teaching," SS, 81 (May 14, '55), 150-156. Many developments have kept the subject of modern foreign languages open for discussion, especially the increasing emphasis placed upon the teaching of foreign languages in the elementary schools. A very limited list of publications on the teaching of foreign languages is given with com-



ments on each publication. In view of the wealth of material published on this subject from 1954-1956, it is preposterous that Editor Brinkman quotes from numerous outdated articles and quotes from so very few recent articles.

121. Brown, Geo. W.: "No Trained Teachers for Foreign Languages?" NS, 55 (Mar. '55), 53. Why not take advantage of children's natural powers in learning a foreign language? Why wait until children enter high school before teaching them a foreign language? These and other questions have been answered by the school authorities in Mamaroneck, New York, where Spanish, German and French are taught by people in the community who speak these languages.
122. Childers, J. Wesley: "Spanish in the Elementary Schools," KFLQ, II (Number 4, '55), 145-151. This is a report on the work done by two of the writer's colleagues at the New York State College for teachers in establishing Spanish teaching programs at Westmere and at Loudonville. The report also explains the writer's work in teaching Spanish in the fourth and fifth grades in East Greenbush.
123. Chomsky, Wm.: "Principles of Teaching a Foreign Language to Young Children: Experiences in Hebrew," MLJ, XXXIX (Feb. '55), 89-92. The writer confines himself to a discussion of recent experiences in the teaching of Hebrew in this country. As a background for this, he mentions specific problems and difficulties with which to cope in the teaching of Hebrew to youngsters. He also discusses the conversational approach and the reading approach.
124. Etnire, Elizabeth: "The Teaching of Spanish in the Second Grade," MLJ, XXXIX (Jan. '55), 15-16. It is the purpose of this paper to show how a member of the staff of the Central Michigan College Foreign Language Department spent fifteen minutes daily with second graders during the first semester of the 1955 school year. The use of English was kept at a minimum. Various methods and many interesting projects made this language experience most enjoyable.
125. Feesler, Lewis D.: "An American School in a Foreign Culture," CH, 30 (Oct. '55), 111-112. Of interest to all teachers of languages is the fact that in this Cairo American School French and Arabic are offered and taught at each level beginning with the third grade. The native teachers help students develop a greater degree of accuracy with a minimum of accent. Stress is placed on utility of conversation and colloquial content.
126. Feild, Wm. B.: "Some Shortcuts in Elementary Spanish Conversation," MLJ, XXXIX (Nov. '55), 343-344. The results are given of various experiments conducted in the writer's experimental Spanish classes of seventh and eighth grade pupils, without textbooks. These results will be interesting to those whose approach to the study of foreign languages shall be that of grammar or of conversation, and are presented as useful procedures in the teaching of Spanish on the pre-high school level regardless of what educational philosophy directs their usage.
127. Frieber, Stuart and Thomas, Ursula: "Languages in the Grades," WJE, 87 (May '55), 22-23. If we want pupils to learn modern foreign languages thoroughly, experience teaches us that we should begin in the grades. The teaching of French, German, and Spanish to fourth- and fifth-grade children in the Laboratory School conducted by the School of Education of the University of Wisconsin has been most successful. The objectives, teaching materials, etc. are fully explained. The aural-oral method was used.
128. Gazette-Green Bay Press, Mar. 15, '55: "Foreign Languages in Grade Schools," WJE, 87 (May '55), 21. Dr. James Conant emphasized the need for more study of foreign languages in our country. It is difficult for Americans in diplomatic service to convey our democratic ideals when we do not speak other languages.
129. Girard, Daniel P. and Smith, Herbert F. A.: "Foreign Language in the Elementary School?" MLJ, XXXIX (Nov. '55), 361-363. Daniel P. Girard agrees that foreign languages should be taught in the elementary school for several reasons given in this article. However, Herbert F. A. Smith voices his opinion to the contrary for several reasons given.
130. Girard, Daniel P. and Smith, Herbert F. A.: "Foreign Language in the Elementary School?" "Yes," says D. P. Girard. "No," says H. F. A. Smith. NEAJ, 44 (May '55), 260-271. See article #129.
131. Grew, James H.: "French in Elementary Schools," FR, XXVIII (Feb. '55), 351-352. The writer describes how the introduction of French into the Central Elementary School of his home town of Andover, Massachusetts, has spread and has encouraged a wider interest in the study of that language.
132. Grew, James H.: "The Introduction of French in the Elementary Schools in Andover, Massachusetts: The Story of a Battle," FR, XXVIII (Apr. '55), 419-424. The writer tells us his story "factually, chronologically, and objectively" of what happened when French was introduced into the Central Elementary School of his home town. All will enjoy this account of the "Battle."
133. Guiles, Roger E.: "Modern Language Teaching Is Increasing in the Grades," WJE, 88 (Sept. '55), 18-20. This article explains many factors in a study that was made to show the extent of language teaching in the elementary schools, the case for the teaching of them in the grades and the obstacles encountered. Spanish, French and German were the languages frequently mentioned as desirable for the elementary school pupils; and although many grade levels were suggested, grades four and five were the most popular choices.
134. Hammond, Lottie: "French in the Elementary School," CMLR, XI (Spring '55), 18-23. This is a continuation of a previous report on the teaching of foreign languages in the elementary school. The members of the committee corresponded with the Department of Education of three or four countries as the Americas, the Commonwealth, from the East, and from Europe. A summary of the interesting material is here presented.
135. Harris, Julian: "Let's Take the Guesswork out of the Teaching of FL in ES," FR, XXVIII (Apr. '55), 410-418. The writer reports to us the suggestions he has made to Dr. Kenneth Mildnerberger, and he urges us to express our views on his report as well as on other relevant matters. The problem is viewed from the negative and the positive sides, and some suggestions are given. We must devise a method by which we can give American children a conscious mastery of the fundamentals of a skill.
136. Hoyt, Carlyle G.: "Foreign Languages in the Elementary Grades of Fairfield, Connecticut," E, 75 (Apr. '55), 504-508. The problems confronting the Fairfield Board of Education after approving the adoption of foreign language instruction on an experimental basis in the elementary grades are carefully explained. Oral instruction only is used beginning with all pupils in grade three for fifteen minutes a day. The program is continuous through grade twelve.
137. Hubbard, Jane: "A Study of Enriqueta," H, XXXVIII (Mar. '55), 79-81. This is an account of Enriqueta, aged ten, and her Spanish class in Middlebury, Vermont. There are twenty children in this class which meets every day.
138. Johnson, Laura B., et al.: "Materials for Teaching French in Elementary School," FR, XXVIII (May '55), 538-542. Here is a list of materials for classroom use in elementary schools to be of use to French teachers and to administrators who wish to initiate the study of French below the seventh grade.
139. Kirch, Max S.: "Foreign Languages in the Elementary Schools—First Grade German," MLJ, XXXIX (Mar.



- '55), 144-145. This first-grade class of the William Levering Public School in Philadelphia was not a select group, but an ordinary first-grade group. For three months the author worked with the class twice weekly for periods of twenty to thirty minutes for a total of some twelve hours. The foreign language was integrated into the regular elementary program.
140. Klenke, Sister M. Amelia, O.P.: "Foreign Languages in Catholic Elementary Schools," SS, 81 (Mar. 19, '55), 85-88. An over-all picture of public elementary school achievement and that of the parochial elementary-school are given. A course of study designed for continuous progression in a given language from Grades 1 through 12 could have the phases explained here. A plea is made for more language study that we may play our part in world leadership.
  141. Lebel, Maurice: "The Teaching of French and English in the French Schools of Quebec," C, XVI (Dec. '55), 381-392. The two-fold purpose of this paper is to describe the most salient features of the way in which French and English are taught in the French Canadian primary and secondary schools of Quebec, and to stress the relations between language and culture and to illustrate the particular contribution of Quebec to the general pattern of North American civilization.
  142. Lighthall, Mary: "French, 'Par Avion'," FR, XXVIII (Jan. '55), 264-265. These elementary school children in Schenectady, N. Y., had fun as they learned to speak French. One interesting project in the French program was the pupils' writing to children in France. Many were the gains and the learnings that emerged from this pleasant experience in correspondence.
  143. MacFarlane, J. S.: "A French Plan that Works," CMLR, XI (Spring '55), 23-27. This is an interesting account of the French Plan in St. Andrew's which grew out of a real need. The rote learning of grammar, for the sake of grammar, was threatening the position of French in the curriculum. The pupils are now given some of the "meat and potatoes" of language study. The study of a second language begins before the child reaches secondary school age, and he really learns to speak that second language.
  144. MacRea, Margit: "Teaching a Second Language in San Diego Elementary Schools," E, 75 (Apr. '55), 509-512. Our writer reviews briefly the ten year growth of the Conversational Spanish program in grades four, five and six in the San Diego Unified School District. The aural-oral approach is used at various grade levels, and reading is treated as auxiliary to speaking. The principle of hearing and speaking the new sounds in meaningful situations before the printed word is seen is very strictly observed.
  145. "Materials for Teaching Spanish in Elementary Schools," H, XXXVIII (Sept. '55), 323-328. This list may serve the needs of administrators and teachers for Spanish study below grade 7.
  146. McCormack, Margaret C.: "Buenos Días or Bon Jour," E, 75 (Apr. '55), 521-524. The writer explains the elementary school Spanish and French programs which begin in grade three. The oral-aural approach is used throughout the elementary school in Somerville, New Jersey.
  147. Ornstein, Jacob A.: "Education in the News," HP, XXXVII (June '55), 55-58. Reporter Ornstein tells us we definitely need secondary schools that specialize in foreign languages. Also we need to begin language teaching in the first grade of the elementary school because we must have men and women who *speak* foreign languages. Quotations that follow are evidence of this statement.
  148. Peacock, Vera: "Let's Teach Languages in the Grade School," IE, 43 (Apr. '55), 301. Southern Illinois University experiments with classes for children and mothers, and it offers a special workshop for teachers who must be adequately trained for teaching grade-school foreign language classes. The results are most gratifying.
  149. Ratté, Elizabeth H.: "Lexington Elementary School French Class," FR, XXVIII (Apr. '55), 444-447. This is an interesting account of an experiment to teach French to twenty-one children in the third grade in Lexington, Massachusetts. The children were chosen on the basis of their I.Q. tests, achievement, and general rating. The periods are twenty minutes long and the class meets three times each week. The method of teaching chosen was the aural-oral approach.
  150. Ratté, Elizabeth H.: "Lexington Elementary School Language Class Taught by a Native of France," MLJ, XXXIX (Apr. '55), 191-193. See article number 149.
  151. Sedwick, Frank: "Where is Wisconsin in the Language Parade?" WJE, 87 (Mar. '55), 10-12. Our writer reviews the work that many states have done with the teaching of modern foreign languages in the elementary schools and decries the situation in the state of Wisconsin where so little has been done at this level. He believes that language learning should begin in the elementary school.
  152. Shane, Harold G.: "Teaching the Language Arts," NEAJ, 44 (Oct. '55), 402-404. This article is a highly condensed summary of some of the research findings which will be of great interest to all teachers. Teachers of languages will want to read "Foreign Languages in the Grades."
  153. Shaw, Mary E.: "Let's Begin Early," TEQ, XII (Winter '55), 67-70. As a primary teacher but not as an expert, our writer expresses her personal interest and offers several ideas about the why, the what, and the how of teaching French to young children. As to the how, early teaching should consist of listening and speaking.
  154. Strouse, Adeline K.: "The Place of Foreign Languages Study in the Elementary Curriculum," E, 75 (Apr. '55), 513-515. The writer reviews objectives, methods, procedures, content, personnel and outcomes of many foreign language programs in the elementary schools of our country.
  155. Woody, Thomas: "Other Men's Tongues," ER, XIX (Mar. '55), 321-327. We would be richer culturally if the natural heirs of French, German, Italian and Russian parents were encouraged to foster their respective advantages in reading the masterpieces of their country. The children might well keep alive the use of their mother speech.
  156. Zucker, A. E.: "American Professors Visit Germany," GQ, XXVIII (Mar. '55), 96-100. This is an interesting account of a visit to Germany by nine professors of Germanics from the United States. As language teachers we are interested in the accounts of instruction in the foreign languages begun at the age of ten and continued for six years.

#### VIII. FILMS, RADIO, RECORDINGS, TELEVISION, AUDIO-VISUAL AIDS (39).

See also: 1-11, 12-22, 23-36, 37-94, 118-156, 252-283, 284-294.

157. Alexander, Theodor W.: "Functional German at Texas Technological College: An Audio-Visual Approach," GQ, XXVIII (May '55), 175-179. This is an interesting account of a living language laboratory in which it is important to use the spoken language from the very beginning. Many materials for teaching aids have been explained.
158. Angel, Hope: "Radio-TV in Chicago's Schools," AERTJ, 14 (Mar. '55), 19-24. The Chicago Public School System has programs planned for specific grade levels. A few in the language field are called "Visitors Mimi," a French language series for elementary grades. "Voici la France" is a high-school French program.

159. Brenes, Edin and Smith, Geo. E.: "Tape Recording Techniques for Language Laboratories," H, XXXVIII (Sept. '55), 303-305. Today greater stress has been placed in the use of audio-visual aids and techniques in language, with a natural increase in the number of language laboratories. The magnetic tape recorder, the heart of the language laboratory, is explained.
160. Changnon, Pauline E.: "Learning Language by Listening," IE, 44 (Nov. '55), 102-103, et seq. This article deals with a project conducted with high-school students. After using one of Charles Trenet's popular songs, *Je Chante*, as an experiment to see how much interest children with one semester of French would show in being able to understand a song that they might hear on a radio program at home, the class decided to do a project to improve its ability to comprehend such programs.
161. Clark, Chas. N.: "It's Time for the 1955 Models," H, XXXVIII (May '55), 178-181. Today the perfection of electronic equipment for recording and reproducing speech, the creation of the "talking textbook" and an abundance of materials have opened a new era. At a cost within the budget of practically every school there are now available the requisites for a genuine laboratory procedure for teaching foreign languages to high-school students.
162. del Barrio, M. and Hocking, E.: "A New Dimension to Teaching Languages," NEAJ, 44 (Feb. '55), 82-84. A foreign language can be three-dimensional if we language teachers make use of the magic of various audio-visual materials explained here.
163. Fawdry, K. L.: "French by Radio," MLL, XXXVI (Mar. '55), 60-61. Film and radio help teachers of any language by providing a wealth of material for all levels. Mr. Fawdry explains the division of functions between the School Broadcasting Council and the BBC. Favorable comments are offered on various programs for the students at various levels.
164. Fotos, John T.: "The Purdue Laboratory Method in Teaching Beginning French Courses," MLJ, XXXIX (Mar. '55), 141-143. It may seem strange that with the reading objective as the primary goal, this department should adopt the audio-visual method as the method best suited to attain this aim. The laboratory method used here is a highly eclectic one. The language laboratories are making use of the latest equipment explained for us in this article.
165. "French and Science Taught by Radio," PDK, XXXVII (Dec. '55), 125. Foreign language is taught by radio to Wisconsin's grade school pupils through a new program scheduled by the Wisconsin School of the Air Series. It attempts to teach conversational French to children and is called "We Visit Mimi."
166. G.T.C.: "Spanish is Fun," H, XXXVIII (Dec. '55), 505. The writer explains a 12" LP record edited and compiled by Prof. Joseph Raymond, narrated by Ernesto H. Liévano, produced by the Spanish Music Center. Haake, Bernard F.: "Schenectady Compiles a TV Package," SE, 75 (Nov. '55), 71-73. "Fun with French" is a weekly half-hour program, intended for elementary school audiences. Children are encouraged to join in with the "television teacher" to practice pronunciation, vocabulary and conversational ability.
167. Hocking, Elton: "Purdue Language Department Air-Minded," AERTJ, 15 (Dec. '55), 5-7. This is a report on Purdue's broadcasts. An unusual program is entitled "Sixth-Grade Spanish." One program is devoted to French, one to German, one to Russian and one to Spanish.
168. Ketcham, Rodney K. and Weigand, Paul: "A Cultural TV Program for Modern Language Departments," MLJ, XXXIX (Nov. '55), 345-347. At Harpur College the members of the foreign language department are engaged in a cultural TV program which may stimulate an interest in language studies as well as achieving its major cultural aim. The two programs that have been presented are offered here in abbreviated form since they contain suggestions for others with similar TV opportunities.
169. "Language Laboratory at Pomona," HE, XI (Feb. '55), 86. Pomona College has established a language laboratory to help students learn to speak and to understand foreign languages.
170. Lazenby, M. Candler: "German Class on TV," AGR, XXI (Aug.-Sept. '55), 30-31. Prof. R. C. Wood, head of the German department at Muhlenberg College, has for some time been producing a lively fifteen minute weekly course in German over WGLV, Easton, Pennsylvania. This TV language program enjoys considerable success and is another effort to learn the language of our neighbors.
171. Locke, W. N.: "Speech Typewriters and Translating Machines," PMLA, LXX (Apr. '55), 23-32. This is an interesting report of speech analysis and recognition, speech typewriters, and translating machines. Our writer is confident that within the next few years we will have these two machines for our use.
172. Malécot, André: "Techniques and Equipment for the Language Laboratory at the University of California at Riverside," MLF, XL (Dec. '55), 113-122. This article is of great help to foreign language instructors who plan to adopt audio aids in their teaching, but who are unfamiliar with the technical and procedural aspects of language laboratories. The new Language Laboratory at the University of California at Riverside was designed to be as versatile as possible and not physically limited to any particular approach.
173. McDermott, Angela: "New York State Experiments in Ed. TV," AERTJ, 14 (Feb. '55), 3-5. "TV School-time" is one of the country's first organized working experiments with regular teaching television on a commercial channel and includes such programs as "Fun with French," "Speak Spanish." The programs are planned in series, or units, of 13 weeks for each subject.
174. Menze, Edwin F.: "The Magnetic Tape Recorder in the Elementary German Listening Program," GQ, XXVIII (Nov. '55), 270-274. It is possible to organize a listening program for elementary German courses if one has a magnetic tape recorder and a room where students may come to listen and not be disturbed by others. The tape recorder is easy to use and economical to operate as is explained.
175. Morgan, Norman W.: "Television and Public Relations," PSJ, 103 (May '55), 334-336. Television series has "public relations" for its primary purpose. As to the kinds of programs, all teachers of foreign languages will be interested in the work done in teaching languages. There are lessons in French and in Spanish. A Spanish Fiesta featured another program.
176. Mueller, Theodore: "An Audio-Visual Approach to Modern Language Teaching," MLJ, XXXIX (May '55), 237-239. The audio-visual approach to language teaching attempts to relate the foreign sounds with a mental picture. The audio-visual approach aims to establish an association between mental images and the speech muscles. The author believes that the most effective method of language teaching, the aural-oral method, which is the pattern for the audio-visual approach, is based on the link between sound and muscular sensation of speech, a kinesthetic image which is formed for every new word.
177. "Notes and News," GQ, XXVIII (Jan. '55), 61-66; (Mar. '55), 128-133; (May '55), 197-201; (Nov. '55), 278-284. All teachers of German will be much interested in the various items explained here.
178. "Notes and News," MDU, XLVII (Nov. '55), 358-362. All teachers of German will be interested in the various items explained here in regard to "German by Television," "Chicago Folklore Prize," etc.
179. Obrecht, Dean H.: "Plain Talk on the Tape Recorder," MLJ, XXXIX (Dec. '55), 414-417. The writer

- explains the many advantages of a tape machine language laboratory program and how to use the tape recorder to obtain the maximum benefit from it.
180. Pope, Harold C.: "Teaching Talent's Terrific on TV," *TO*, 39 (May '55), 16-17. Corpus Christi school personnel did a bang-up job on their first TV appearance. Now they have been given a weekly half-hour spot, one of the best-watched programs—"Let's Go to School." Fourth graders put on an interesting program centered around conversational Spanish.
  181. Raymond, Joseph: "Adapting Spanish to the Teleclass," *E*, 75 (June '55), 664-671. Television offers a golden opportunity to advance the cause of modern foreign languages. The writer has structured a program in Spanish for the "University of the Air," presented weekly over Philadelphia's WFIL-TV which he describes in regard to his approach, materials presented, oral treatment and explanation, etc.
  182. Raymond, Joseph: "Foreign Languages Meet the Challenge of Television," *H*, XXXVIII (Mar. '55), 41-45. This paper describes the FLTV programs in the United States, and Professor Raymond offers helpful notes for administrators or teachers who may be considering the use of television as a medium for instruction in modern foreign language classes.
  183. Rehnwall, Eric A.: "Dramatizing the Classics on Tape," *AERTJ*, 15 (Nov. '55), 29-30. Through the magic of tape these language programs under the title of the "Living Language Library" strive to convince the student that an idea of another language does make sense and it used in human situations. French, German and Spanish lessons are taught with EMC's tape recordings.
  184. Sánchez, José: "Evaluation of Spanish Films," *H*, XXXVIII (Mar. '55), 109-110. Films of interest to teachers of Spanish are evaluated for us.
  185. Sánchez, José: "Evaluation of Spanish Films," *H*, XXXVIII (May '55), 229-232. Several films for use in Spanish classes are reviewed in this section.
  186. Sánchez, José: "Evaluation of Spanish Films," *H*, XXXVIII (Sept. '55), 353-354. Several films for use in Spanish classes are explained.
  187. Sánchez, José: "Evaluation of Spanish Films," *H*, XXXVIII (Dec. '55), 492-493. Various films of interest to teachers of Spanish are reviewed for us.
  188. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXIX (Jan. '55), 21-22. New films and loan exhibits for language classes are explained.
  189. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXIX (Feb. '55), 107-108. Films and filmstrips for use in language classes are explained.
  190. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXIX, (Mar. '55), 150-151. Films, filmstrips, posters and slides for use in language classes are explained for us.
  191. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXIX (Apr. '55), 201-202. Films and filmstrips for use in language classes are explained for us.
  192. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXIX (May '55), 268-269. New films, religious films, new free-loan French films, kodachrome sequences for use in language classes are explained for us. A plea is made for evaluation committees throughout the country to appraise and prepare evaluations of films in all modern languages.
  193. Sánchez, José: "Audio-Visual Aids," *MLJ*, XXXIX (Nov. '55), 369-377. New films and filmstrips on several countries in Europe and in South America are listed and explained for us. The address of the 1955 "Educators Guide to Free Films," slides, and records are also given.
  194. Streadbeck, Arval L.: "The Use of the Flannel Board in Teaching German," *GQ*, XXVIII (Jan. '55), 34-36. A very inexpensive visual aid, and yet most effective, is the flannel board in the teaching of German or any language. The method used in teaching word order, vocabulary and stories are explained for us.
  195. "Wisconsin School of the Air," *WJE*, 88 (Sept. '55), 26-27. *Revoici Mimi*, an advanced series of French lessons will be broadcast for those classes that listened to *Visions Mimi* last year. The approach will be completely aural as it was last year.

IX. GENERAL LANGUAGE, AUXILIARY LANGUAGE (0). See also: 1-11, 95-108, 109-117, 118-156.

X. GRAMMAR, COMPOSITION, SYNTAX (27). See also: 1-11, 109-117, 295-302, 303-308.

196. Bastian, J. Wallace: "Rounding Up Superstition for the Sake of Composition," *MLJ*, XXXIX (Nov. '55), 342. The writer, as an experiment to guide apathetic students into discovering the fascination that language study holds, began collecting many superstitions affecting the thinking of the common man in Spanish-America and Spain. A few are cited, after which some ways are suggested in which they might be used.
197. Beberfall, Lester: "Italian Influences on the Partitive Indefinite Construction in the 'Lozana Andaluza,'" *I*, XXXII (June '55), 108-114. The three sections of this article explain the partitive indefinite construction and the omission of the partitive indefinite construction with examples taken from the *Lozana Andaluza* and the Vulgate Bible.
198. Benson, Morton: "Development of Predicate Adjective Usage in Russian with Verbs of Independent Predication," *AATSEELJ*, XIII (Sept. 15, '55), 76-79. This paper is based on extracts from the writer's dissertation, "The Development of Predicate Adjective Usage in Russian Literary Prose from Pushkin on, 1954." The research material used for the study has been broken down into three periods with selected works chosen from each group to illustrate.
199. Benson, Morton: "Noun Agreement with Numbers," *AATSEELJ*, XIII (Dec. '55), 102-105. The purpose of this article is to assemble the principles of agreement between cardinal numerals and their modified nouns in Russian. Basic principles are discussed, and several more advanced problems usually not treated in grammar books for first year Russian are also discussed.
200. Bolinger, Dwight L.: "The Relative Importance of Grammatical Items," *H*, XXXVIII (Sept. '55), 261-264. There is not enough time to teach all of a language. What are we to favor and what not? There are three criteria which are explained: frequency, esthetic impression, and communicative efficiency.
201. Cárdenas, Daniel N.: "Nasal Variants after Final *S* in the Spanish of Jalisco," *PMLA*, LXX (June '55), 556-561. This is a study of nasal variants in the Spanish of Jalisco with references dating back to 1890. The conclusion summarizes briefly two possible explanations for the existence of this nasal resonance.
202. Champigny, Robert: "Notes sur le temps passés en français," *FR*, XXVIII (May '55), 519-524. The paper explains very carefully and gives numerous examples of various past tenses which all French teachers will find very helpful in their teaching.
203. Dunkley, Ruth E. L.: "German or Grammar," *MLL*, XXXVII (Dec. '55), 25-31. How do various groups fare in their learning of the language? The writer from experience takes an optimistic view, but she suggests a thorough re-examination of the aims of the Sixth Form Beginners' Course, and a consideration of the interests and abilities of Sixth Formers, in order that the methods of teaching may be adapted to their needs. The type of courses is discussed.
204. Elder, David: "Piecemeal Study of Grammar," *CMLR*, XI (Winter '55), 21-22. The writer discusses the approach from the point of view of *Cours Moyen* which can be applied to the study of other texts as well, especially those that serve to teach grammar. To



- show clearly the way the writer uses this approach, he discusses the order in which he has dealt with Lesson XXI on the conditional tense.
205. Gianelli, A. P.: "The Subjunctive and Dichotomy," *MLJ*, XXXIX (May '55), 252-254. Various authors are quoted as to their explanation of the true distinction between the indicative and the subjunctive. The writer has shown in teaching that the subjunctive can only be fully understood in the light of the logical doctrine of dichotomy which consists in dividing any proposed class into two members which have or do not have a given characteristic.
  206. Goldstick, Isidore: "Free Composition in French," *CMLR*, XI (Winter '55), 16-18. The first two paragraphs of *Le Notoire* are taken and reworded within the limits of the 500 most common words. Précis writing offers much in preparation for free composition, as does retelling an anecdote, discussing pictures. All these are explained.
  207. Gravit, Francis W.: "An Experiment in Second Year Composition and Conversation," *FR*, XXVIII (Jan. '55), 258-263. A pilot course as an experiment was set up for a semester at Indiana University. The emphasis was on pronunciation, the assimilation of a French text, aural comprehension, oral questions and answers, the writing of simple English-to-French basic sentences. There was no formal study of grammar. The course and others that followed are carefully explained.
  208. Hall, Robert A. Jr.: "The Development of Vowel Pattern in Romance," *LN*, IV (Apr.-Apr. '54-'55), 394-406. It is the writer's aim to exemplify one possible type of re-interpretation by examining the overall development of one aspect of Romance phonology, the vowel pattern. He briefly outlines the main steps through which the vowel pattern has developed in the various parts of the Romance-speaking world, and later discusses the relation between the elements of the vocalic structure, and then presents conclusions of importance for general linguistics.
  209. Homberger, Conrad P. and Ulvestad, Bjarne: "*Als ob (als wenn)* Clauses: Two Comments," *GQ*, XXVIII (Nov. '55), 256-262. These two writers offer comments on Mr. W. G. Meinke's article, "The Use of the *als ob (als wenn)* Clauses," *GQ*, XXVIII (1955), 47-49. Many weaknesses are pointed out in the various explanations offered by Mr. Meinke as to the use of these clauses.
  210. Kieser, W. E.: "The Teaching of Free Composition," *CMLR*, XI (Spring '55), 30-32. The teaching of free composition is treated from two points of view: when it should be taught, and what methods should be used in teaching it. Of the three ways of tackling free composition, our writer favors the "canvases" method in grade XI and in more advanced grades as well for various reasons which are explained.
  211. Lockwood, W. B.: "An Alternative to Prose Composition," *MLL*, XXXVI (Sept. '55), 105-108. In the German Department of the Birmingham University it was decided that the number of hours spent on prose composition in the first year should be substantially reduced. The time saved is to be devoted to an analytical study of the German text. This is an experiment which the writer describes.
  212. Malécot, André: "The Elision of the French Mute-*e* within Complex Consonantal Clusters," *LN*, V (July '55), 45-60. The French mute-*e* preceded by two pronounced consonants is not always completely stable. This is explained, and examples are given. In order to establish what the articulatory factors are and how they operate, the writer borrowed a technique from psychophysics to obtain pertinent information from French speakers.
  213. Meinke, W. G.: "The Use of the *als ob (als wenn)* Clauses," *GQ*, XXVIII (Jan. '55), 47-49. It seemed appropriate to investigate to what extent the information given in regard to the treatment of the *als ob (als wenn)* clauses in almost all the elementary and intermediate German texts is misleading. A tabulation given indicates the number of times the use of the present subjunctive or past subjunctive was discovered in the works examined, and examples of sentences are also given in which conditions expressed could be true.
  214. Ranson, Helen M.: "Cognates, Deceptive and Otherwise," *H*, XXXVIII (Mar. '55), 55-61. In languages which are derived from the Latin, words that have various meanings may, over a long period of time, lose one of them in one language yet retain it in another. Obsolete words may be revived as occasions arise. The numerous Spanish phrases quoted in this paper are taken from *Excelsior*, January through December 1953, unless otherwise indicated.
  215. Sisto, David T.: "Essential Grammar for Beginners in Reading Spanish," *MLJ*, XXXIX (Dec. '55), 404-408. It is the purpose of this article to introduce a method of teaching first some fundamental grammar that any beginner comes in contact with in the first few pages of his reader, or early enough not to have studied it as yet in his grammar text.
  216. Steinhauer, David: "The Subjunctive Mood," *CMLR*, XII (Fall '55), 22-27. Here is an excellent summary of rules for the subjunctive mood with many examples to illustrate. Avoidance of the subjunctive (in noun clauses) is explained, and examples also are given.
  217. Sturtevant, Albert M.: "The *a*-Umlaut of *u > o* in the Old Norse Verbal System," *GR*, XXX (Apr. '55), 135-138. The various problems under discussion are carefully explained, and many examples are given to illustrate the *a*-umlaut of the radical vowel *u > o*. The prehistoric *a*-umlaut is also included in the problems considered.
  218. Ulvestad, Bjarne: "The Norwegian Masculines with the Suffix *-er*," *GR*, XXX (Dec. '55), 301-306. There are many dissyllabic masculines ending in *-er* in the Norwegian language. These are foreign loan or native words with *t* added to the suffix *er*. Middle Low German and Dutch are the languages from which most of the words under consideration are borrowed, whether the *t* was part of the suffix or not.
  219. Ulvestad, Bjarne: "Object clauses without '*dass*' dependent on negative governing clauses in modern German," *MDU*, XLVII (Nov. '55), 329-338. Many German scholars in the field of grammar and syntax have failed to give statements or explain sufficiently the object clauses without "*dass*" dependent on negative governing clauses. Our writer refers to several German scholars in this field and gives many examples of the construction in question.
  220. Warne, F. J. and Corbridge, R. T.: "Grammar," *MLL*, XXXVI (Mar. '55), 58-59. Mr. Warne comments on formal grammar study and function. For the correct use of a language, we must store the two together, in the memory, by incorporating the rule in practical examples (the method propounded by the advocates of the Direct Method); both would be recalled together. No single method suffices in the teaching of functional grammar which calls for flexibility. It is essential to have a disciplined approach.
  221. Wonder, J. P.: "Some Aspects of Present-Participial Usage in Six Modern Spanish Novelists," *H*, XXXVIII (May '55), 193-201. This is an investigation of some of the similarities and differences in the use of the progressive forms in Spanish and in English. The results suggest several interesting conclusions. The chart contains information from a count of 300,000 words. The main consideration is the present participle used independently.
  222. Wright, L. O.: "More on the Final Consonant Plus *N*-Glide in Spanish," *PMLA*, LXX (June '55), 561. The writer refers to "Final Consonant plus *N*-glide in Jalisco, Mexico," *MLN*, LIV (June '39), 439-442. He gives a recent reference which explains this more fully.



XI. INTERNATIONAL RELATIONS, EUROPEAN RELATIONS, LATIN-AMERICAN RELATIONS, PUBLIC RELATIONS, THE WAR, THE POSTWAR (16). See also: 1-11, 12-22, 23-36, 118-156, 240-251, 252-283.

223. Brackett, Russell D.: "International Understanding," NEAJ, 44 (Jan. '55), 21. For some time the Minneapolis Public School System has done much to promote international understanding and world peace in the schools through the work of a commission made up of 30 principals and teachers at all levels.
224. Brandt, Thomas O.: "The German Study Tour," AGR, XXI (Apr.-May '55), 20-22. This German Study Tour has proved to be a highly rewarding educational and international investment. The University of Washington and the Students' International Travel Association have planned this most successful adventure to provide its participants with opportunities to study German directly and practically.
225. Caldwell, Oliver J.: "International Education Activities of the Office of Education," HE, XII (Sept. '55), 4-6. "Consultation on Curriculum Changes" explains the ever increasing need for our young people in regard to their training for careers in international relations. School systems are experimenting with curriculum changes, and great interest has been stimulated in the teaching of foreign languages.
226. Callan, Mary C. et al.: "Making Better Citizens," HP, XXXVIII (June '55), 5-31. All teachers of languages will be interested in the accounts of the Intercultural Program which is described and of the Major Activities of Foreign Language Clubs. These clubs have made a special contribution to citizenship education.
227. Cecil, Andrew R.: "Responsibility Toward the World," AACB, XLI (Oct. '55), 373-382. Our colleges must provide training of various kinds to prepare young people for their responsibilities. They must win the friendship and confidence of people in other countries. This will be done by training our youth in the language, culture and needs of the areas to which they go.
228. Fitzgerald, Dean: "The Role of American Schools in Latin America," SR, LXIII (May '55), 290-297. The purpose of American Schools in Latin America is to provide an educational program comparable to that found at home for North American children living abroad, a possibility to remain in their country while learning the English language in preparation for their college work. Languages are begun in the third grade, and they are continued through high school.
229. Glenn, Jane: "I Study Norway," PSJ, 103 (Jan. '55), 190. The writer studied Norway—its geography, history, language, literature, music with several other teachers and exchange students at the University of Oslo. Much was learned about Norway's position, too, in present day world affairs. This was a pleasant and profitable vacation at a university organized to further better international relations.
230. Jensen, Arlene and Paul H.: "An American School in Mexico," ER, 36 (July '55), 250-255. All teachers of foreign languages will enjoy reading this account of an American School in Mexico. No matter what nationality the children are, all will benefit from the knowledge of American ideals and an understanding of the American heritage. This truly is a good investment which fosters a permanent friendship and understanding among Americans and Mexicans.
231. Katsh, Abraham I.: "The Second World Hebrew Congress," JE, 26 (Fall '55), 4-5. Many constructive measures brought about by this Congress are discussed. The World Hebrew Federation promotes the historic attitude of the Jewish people towards the Hebrew language and literature. The day schools provide intensive Hebrew training for the thousands of students, and Hebrew is taught in a large number of secular high schools and colleges through the help of this Federation.
232. Keohane, Robert E.: "Educational News and Editorial Comment," SR, LXIII (Oct. '55), 363-370. Our writer discusses, along with many other important ideas, the part that foreign languages play in "Toward international understanding," "Removing historical 'roadblocks'," "International exchange of persons," "Comparative education."
233. Neuse, Werner: "Post-War Germany and the Teacher of German Today," GQ, XXVIII (Nov. '55), 237-246. The conditions of Post-War Germany are reviewed for us, as is the work of the FLP in promoting the teaching of German in our schools today. The writer makes a plea that all teachers of German may improve their teaching and tap new resources.
234. Peel, J. C.: "Two Educations," EF, XIX (May '55), 471-480. As America has evolved her own pattern of education, she has come to depend more and more on the English language for the communication of ideas. We will have none of the European artificiality which would value a foreign language. We lack some international understandings which might be developed through sympathetic study of other languages.
235. Skala, Jessie L. (Mrs.): "Operation World Friendship," PSJ, 103 (Mar. '55), 260-261. There are untold rewards when your school participates in the American Field Service Student Exchange Program whose purpose is to further understanding and good will among the peoples of the world.
236. Starr, Wilmarth H.: "Foreign-Language Teaching and Intercultural Understanding," SS, 81 (Mar. 19, '55), 81-84. There is increasing concern for the relationship of foreign language teaching to intercultural harmony within and without our borders. The teacher of foreign languages for intercultural understanding must realize that all cultures are of equal significance. The teaching of languages and the teaching of cultural understanding should be simultaneous rather than separate.
237. Turner, Rex H.: "Toward Further Understanding," NEAJ, 44 (Sept. '55), 355. The writer explains the many ways that international understanding may be increased. These were discussed at the United Nations Tenth Anniversary Commemorative Observance which he attended as a NEA representative. Foreign languages should be more widely taught and more emphasis placed on the conversational approach.
238. Watkins, Gordon S.: "The Liberal Arts and the Temper of Our Time," MLF, XL (June '55), 3-7. Languages are indispensable and occupy a preeminent place within the areas of knowledge associated with a liberal education. They are essential elements in the solution of the problems of international understanding. Languages and literatures are the "fountain-head of very tangible and measurable values"; they are an essential component in the core curriculum of the liberal arts.

XII. LESSON PLANNING (1). See also: 1-11, 118-156, 252-283, 284-294.

239. Schuker, Louis A. et al.: "The Slow Learner in the High Schools," HP, XXXVII (Apr. '55), 11-31. All foreign language teachers will be interested in the account of the non-Regents language courses offered in

some of the high schools of New York City. These courses emphasize oral-aural work, songs, dramatizations, and simple readings.

XIII, MISCELLANEOUS, LEGISLATION (12). See also: 109-117, 118-156, 252-283.

240. Beggs, L. Marion: "A Daily Verb Review," CMLR, XI (Winter '55), 22. Teachers of all language will enjoy this helpful hint for a daily review of verbs.
241. Brickman, Wm. W.: "The Educational Expert and Foreign Languages," SS, 81 (Mar. 19, '55), 90-91. It is unfortunate that American educators are less enthusiastic about the teaching of foreign languages on the various scholastic levels than are their colleagues in other countries. Foreign language learning is vital for all academic areas, possibly more so in teacher education. We question the Editor's statement that "oral and written reports would seem to indicate that few exert the necessary pains to get the most out of their trip abroad by learning something of the languages used in the countries visited."
242. Charly, Harry T.: "Teaching Foreign Languages by Correspondence," MLJ, XXXIX (Nov. '55), 353-354. Correspondence courses are an ideal method of studying a foreign language for several members of the armed forces for various reasons explained in this article.
243. De Land, Graydon, S.: "Presidential Address," H, XXXVIII (Mar. '55), 13-17. President De Land reviews the work of the Spanish and Portuguese Association, and the status of foreign languages in our country.
244. Hayne, D. M.: "A University French Instructor Looks at Grade XIII French," CMLR, XI (Summer '55), 7-10. The purpose of this article is to propose some divergences in methods and standards and to offer some advice, without blaming secondary school colleagues for the fact that university students have more to learn.
245. Kreye, George W.: "Gemixt Pickles," MLJ, XXXIX (May '55), 258-260. This is an interesting account of the writer's experience in Germany with his wife and children who had their troubles in learning to speak the German language.
246. Lemieux, Claude P.: "The Foreign Language Program," AATSEELJ, XIII (Sept. 15, '55), 65-66. Editor Lemieux appeals to the teachers of Slavic and East European Languages to study the problems concerned in language teaching and to contribute to the adoption of the FL plan on both local and national levels.
247. Parker, J. H.: "Review Exercises for Grade XIII Spanish Authors," CMLR, XI (Spring '55), 34-35. Teachers of French will find these review exercises to be very helpful in their teaching of various Spanish authors.
248. Parker, J. H.: "Review Exercises for Grade XIII Spanish Authors," CMLR, XI (Winter '55), 34-39. Beginning teachers of Spanish will welcome these helpful suggestions to be used in reviewing material on various Spanish authors. (Zalacain el aventurero, Libro segundo, pages 35-106.)
249. Stock, Dora: "Review Exercises for Grade XIII," CMLR, XI (Winter '55), 27-29. These review exercises were prepared to review Lessons V, VI and VII of *Cours Moyen*, Part II. Special emphasis is placed on the grammar of these three lessons, but points studied in the preceding lessons naturally are also incorporated.
250. Stock, Dora: "Review Exercises for Grade XIII," CMLR, XI (Spring '55), 32-33. Teachers of French will find these varied exercises of great help.
251. Van Til, Jon: "People are People," PJE, 33 (July '55), 12-17. All teachers of languages will enjoy reading this account written by a boy in the Peabody Demonstration School.

XIV. MODERN LANGUAGE STUDY (32). See also: 1-11, 12-22, 23-36, 37-94, 284-294, 295-302, 309-333.

252. Benner, Phyllis L.: "Education in the Congo," JEM, 137 (Apr. '55), 11-12. The teaching is always in at least two languages, French (which is the government language) and the main native language of the area. French is begun officially in the second grade. Numbers are taught partially in French in the first grade.
253. Boyles, Sadie M.: "French in British Columbia," CMLR, XI (Spring '55), 7-8. A new language programme was introduced in 1950 in British Columbia. The three year course was abandoned; its objectives were re-examined; new texts with accompanying records were introduced. Either a two year course or a four year course may be chosen. These are explained.
254. Breazeale, Elizabeth: "Civilization Taught at No Neglect of the Language Skills," MLJ, XXXIX (Nov. '55), 335-337. It is extremely important to teach civilization in the first and second years in the secondary school modern language curriculum. To include sufficient enrichment in the course presents a difficult problem. A satisfactory solution to this problem has been found in the Olney High School of Philadelphia.
255. Brownell, S. M.: "Foreign Language Teaching and the Office of Education," MLJ, XXXIX (May '55), 221-227. Dr. Brownell reviews the status of language study in the United States and comments on the changed attitude of thoughtful Americans in their thinking about the role of foreign languages today. He believes that more persons should be able to speak and understand more foreign languages. Foreign language teaching today should be increasingly thorough and intensive which will make more students bilingual in speech and thought. Of tremendous significance is the wide-spread teaching of languages in our elementary schools and in our adult study classes. Of intense interest to Dr. Brownell are these foreign language teachers who are making language study a fine educational experience for their pupils. The opinions of this outstanding educational leader are, of course, of great significance to the language teachers in general.
256. Brownell, S. M.: "Threshold of a Renaissance," PMLA, LXX (Sept. '55), IX. See article number 255.
257. Caswell, Hollis L.: "Modern Foreign Languages in a Modern Curriculum," FR, XXVIII (May '55), 503-510. The broad setting against which the place that modern foreign languages should hold in the curriculum at all levels of American schools is appraised. The present situation with its many requirements is reviewed, and the four important features in developing a more effective program of language instruction are very carefully explained.
258. Caswell, Hollis L.: "Modern Foreign Languages in a Modern Curriculum," E, 75 (Apr. '55), 483-489. See article #257.
259. Caswell, Hollis L.: "Modern Foreign Languages in a Modern Curriculum," VS, XXI (Jan. 15, '55), 989-992. See article #257.
260. Decreus, Juliette: "Education in Yugoslavia," MLL, XXXVI (Sept. '55), 102-104. In the state school, one foreign language is taught for four years, from the fifth to the eighth form. A second foreign language is started in the first year of the new grammar schools. The direct method is used for all modern language teaching, and grammar is done through the semi-direct method. School broadcasts for modern language teaching have been introduced throughout the country.

261. Dowling, John C.: "The Bilingual Secretary," *MLJ*, XXXIX (Apr. '55), 194-195. Recognizing the fact that the American people are very practical minded our writer deals with one of the practical uses of the foreign language as it concerns a bilingual secretary. He discusses the many problems of the Bilingual Secretary Program at Texas Technological College.
262. Fleissner, Else M.: "German in Our Secondary Schools—An Appeal for Your Cooperation," *AGR*, XXI (Feb.-Mar. '55), 5-6. The many promising signs and strides made in the field of modern foreign languages is reviewed. The writer appeals to all teachers to German to plead for the cause of the teaching of German and to all who are interested in Germany and the American-German cultural relations.
263. Getsinger, J. Wilson: "Teaching English as a Foreign Language," *CJSE*, 30 (Dec. '55), 461-464. Seeing English taught as a foreign language while he was in Europe in 1954-'55 on a sabbatical leave, gave Dr. Getsinger some very definite ideas about language teaching that could be applied in this country. We must carefully review and strengthen our entire program of foreign language teaching; we need to give more attention and time to speaking other languages.
264. Gordon, Erwin E.: "Teaching Chinese in High School," *CJSE*, 30 (May '55), 263-266. The introduction of an Oriental language into the high school curriculum in San Francisco reflects the trend of the importance of the Orient on the horizon of world prominence. Especially interesting is the direct approach (emphasis on the aural-oral senses, rather than on visual), a method that has been recommended increasingly in all language instruction.
265. Hardaway, R. Travis: "Modern Foreign-Language Teaching at the Required Level: An Experiment," *GQ*, XXVIII (Jan. '55), 37-42. Two new courses, German S1 and German S2, were introduced in the fall semester of 1945 at Queens College. There are alternatives to the more conventional German 1 and 2 courses. The new courses, devoted to a systematic development of speaking facility which is in addition to and separate from the aims of the regular courses, are carefully explained.
266. Honor, Leo L.: "Hebrew Language and Culture in the Public High Schools: An Important Anniversary," *JE*, 26 (Summer '55), 3-4. As the result of an experiment twenty-five years ago in two public high schools in New York City, the teaching of modern living Hebrew has spread to many other schools and other communities for both Jewish and non-Jewish youth.
267. Hrovat, Mirko: "Modern Language Teaching for Adults at the People's University of Ljubljana, Yugoslavia," *FAE*, VII (Apr. '55), 62-65. This article is a brief description of the experiments carried out at the People's University of Ljubljana, the capital of the People's Republic of Slovenia. The language school of this university provides four-year and three-year courses in several languages. A modified form of the direct method, the 'active' method, is generally used.
268. Huebener, Theodore: "Will Our Educational Standards Continue to Decline?" *SS*, 81 (May 28, '55), 164-165. The study of a foreign language involves expression, appreciation, knowledge, and skill. In view of this a foreign language occupies an important place among the cultural subjects. From cultural consideration and from a number of practical reasons, the neglect of study of modern foreign languages in our schools is a serious error. Our educational leaders must help to assign a more important place to foreign language study in the American curriculum.
269. Kaar, Galeta M.: "Taking in the 'In-migrant,'" *SE*, 75 (Oct. '55), 50-51. Newcomers from Europe, Mexico, Puerto Rico are welcomed in the Chicago Schools and are helped to become part of the community. Simple handbooks, one in English and one written in the native's language, are given to the parents. The Board of Education is conducting special classes in Spanish and in English in which special teaching techniques are used with the newcomers.
270. Le Coq, John P.: "The Function of Language," *MLJ*, XXXIX (Apr. '55), 177-180. Language projects meaning through intuition built on strong cultural foundations. Let us make language study functional by a genuine academic preparation. Words create in the mind a symbolic representation. To clarify this, the writer presents a study of the nature of language through analysis.
271. Link, Franz H.: "American Studies at Frankfurt University," *AGR*, XXI (June-July '55), 6-8. At present there are five American Institutes and six professors in Western Germany, and the whole of Berlin is devoted exclusively to the teaching of American studies. Many of these are carefully explained. The speech laboratory contains the most modern equipment for language training such as dual tape recorders and other apparatus. A recorder and special radio are also used.
272. Mac Allister, A. T.: "The Princeton Language Program," *PMLA*, LXX (Apr. '55), 15-22. The writer describes the language program of the Department of Modern Languages and Literatures at Princeton where it was possible, with a moderate degree of additional expense and dislocation, to adapt the traditional pattern to meet a reasonable modern standard for the average-or-better product of an underclass language program.
273. Mikofsky, B. S. and Baklanoff, N. W.: "The Teaching of Scientific and Technical Russian," *KFLQ*, II (Number 3, '55), 123-133. The writers discuss the feasibility of teaching scientific and technical Russian without the prerequisite of a general Russian language course. The two approaches to this problem are explained.
274. Moore, Anne Z.: "Foreign Language Teaching in the Dependent Schools of Japan," *MLJ*, XXXIX (Mar. '55), 129-130. We share the inner glow of satisfaction of the writer who now teaches in an area where no one questions the need of learning to speak a language other than one's own. The cultural objective? Methodology? Motivation? All are a natural part of the language teaching in the Dependent Schools of Japan as explained in this article.
275. Navarra, Anthony: "Why Italian?" *HP*, XXXVII (Dec. '55), 23-24. Reasons why students study Italian and why they do not study it are explained. The writer regrets that there is no appreciable insight in our society into the real nature of Italy's vast practical achievements.
276. "Notes and News," *H*, XXXVIII (Sept. '55), 350-352. This section, conducted by Editor Walsh, contains much material that is of help and interest to teachers of Spanish and Portuguese.
277. Parker, Wm. R.: "German in American Schools Today," *AGR*, XXI (Dec. '55-Jan. '56), 11-14, et seq. Language study is one subject in the curriculum whose status has been affected much by current events and by national emotions, and German seems to have been a conspicuous example. There are many ways that teachers of German today can help by promoting vigorously the study of German in our schools. Dr. Parker offers several helpful suggestions to teachers of German.
278. Scarr, W. F.: "French in the Secondary Modern School," *JEL*, 87 (July '55), 313-314. It is necessary to include the study of French in the curriculum of the secondary modern school for its study has many cultural and practical values. The writer outlines and discusses methods and techniques which have proved successful. They have been commended by the inspectorate and visiting teachers. A definite procedure for a French lesson is given.



279. Scott, Christina M.: "The Teaching of Modern Languages in Great Britain," CMLR, XI (Spring, '55), 16-17. The writer, a British teacher of French in Canada on a year's exchange, explains her country's system of modern language teaching in the high schools, a system more complex and less centralized than that of Canada.
280. "Varia," AATSEELJ, XIII (Mar. '55), 30-32; (June 15, '55), 63. All teachers of Slavic and East European Languages will be interested in the items in these sections.
281. Waroquier, Albert-G.: "Expérience d'un professeur belge détaché auprès d'une école américaine," FR, XXVIII (May '55), 531-535. Everyone will enjoy reading this paper in which the writer explains and comments on his work in his French I, II, and III classes at Northfield School for Girls. The plan for Français I is carefully laid out for us.
282. White, Emilie M.: "Latin and Modern Languages Hand in Hand," CJ, 50 (Jan. '55), 145-148. Every child should have an experience with another language beginning as early in life as possible. Children can learn something of a foreign language and enjoy it when the language is presented through a play approach, with activities, songs, games, and related to personal and school interests. The cause of all language is one, whether it be classical or modern. All language teachers must pull together toward one common goal.
283. Whitworth, Kernan B.: "Professional Notes," MLF, XL (Dec. '55), 127-134. All teachers of modern foreign languages will enjoy reading the various items in regard to contests, realia, books and statements regarding foreign languages made by leading language educators.

#### XV. MOTIVATION, STIMULATION (11). See also: 1-11, 12-22, 23-36, 37-94, 118-156, 252-283, 295-302, 309-333.

284. Bobbe, Nancy: "Enjoying Foreign Languages," SL, XXI (Apr. '55), 13. Many unique ideas combined with music, drama and art are the essentials for the skits, musical programs and bulletin boards that brighten language classrooms in Central High School, Sheboygan, Wisconsin. The entire cooperative arrangement provides a good understanding of languages plus an enjoyable work period.
285. Haines, Aubrey B.: "Christmas in Mexico," CW, 182 (Dec. '55), 188-192. The writer gives us a glimpse of the gay and reverent Christmas customs and culture of Mexican Catholics, our neighbors to the South.
286. Jones, Willis K.: "Making 'Natives' of our Language Students," H, XXXVIII (Sept. '55), 299-303. The writer regrets the fact that many students who have studied a foreign language can translate correctly but cannot carry on a conversation with the natives. He explains many stimulants to thinking in Spanish which are very helpful.
287. Klinck, G. A.: "Let's Keep the Ball Rolling!" CMLR XI (Winter '55), 5. All teachers of languages will be interested in the various items in this section conducted by the editor of this publication.
288. Landau, Karla: "Awakening Interest in German Literature on the High School Level," MLJ, XXXIX (Jan. '55), 12-14. Through the knowledge of the foreign language we develop cultural understanding. The most valuable key we possess to any foreign culture is its language and literature. Interest in the literature of a country can be stimulated on the high school level by the approaches explained here.
289. Mc Mullen, Grace: "Grade X Projects," CMLR, XI (Winter '55), 24-25. In Grade X the French background lends itself most readily to three very useful projects which are explained. Many of these can be used for exhibits and stimulates the interest of both the parents and the students.
290. "Notes and Discussion," FR, XXIX (Oct. '55) 55-62; (Dec. '55), 162-164. All teachers of French will find helpful suggestions in this section.
291. Quino, Jane: "Spanish Cinderella," SL, XXII (Dec. '55), 8. This dramatization gave the members of the Spanish classes of Caruthersville High School, Caruthersville, Missouri, a splendid opportunity to apply their Spanish in an assembly program—100% Latin American style. The dialogue was written by a member of the class. Many other Spanish students will enjoy this rewarding experience.
292. Roving Reporter: "Youngsters Enact 'Las Posadas'," NS, 56 (Dec. '55), 12. At La Jolla School, Placentia, California, children, parents and teachers cooperated in planning and carrying out the Christmas celebration—the traditional Mexican "Las Posadas."
293. "Using Puppets in Language Teaching," FED, 20 (July-Sept. '55), 74-75. This method of using puppets is a direct asset in the teaching process as they can be introduced in such a way that all the activities serve to further the pupil's knowledge of the new language.
294. White, Herbert J.: "We Study South America," CTAJ, 51 (Feb. '55), 18 Et seq. The students of this sixth grade class made a large three-dimensional map of South America and had fun as they learned about the land and its major products. This project was interesting and educational, and it challenged the ability of all students.

#### XVI. PSYCHOLOGY OF LEARNING, TECHNIQUES OF INSTRUCTION (8).

See also: 1-11, 12-22, 23-36, 37-94, 118-156, 252-283, 335-349.

295. Allen, Martha E.: "Are Teachers of Spanish Selling the Language Short?" H, XXXVIII (Sept. '55), 314-315. As teachers of foreign languages whose cultural value we truly believe in, let each one of us choose most carefully materials for study. Let us give to students at every level subject matter that is worthy of their time and of their intellectual possibilities.
296. Altenhein, Margarete R.: "Transfer of Training and Foreign Language Instruction," MLJ, XXXIX (May '55), 246-248. If the foreign language teacher sees that his students have little or no knowledge of the structure of a sentence, he should stop and clarify, for only a meaningful learning experience can be expected to transfer. The teacher must lay the basis for a future carry-over by developing methods, procedures, principles, concepts and attitudes; he must also be keen and alert to the possibility of transfer from students' varied experience.
297. Jacobson, Morris K.: "Exercises and Drills in Modern Language Instruction," HF, XXXVII (Feb. '55), 62-65. In language teaching we are trying to develop habits of speech; we try to attain the point at which the learner will use his newly acquired foreign language powers as a tool and will apply his intellect solely to the subject matter and ideals he wishes to express. Are the exercises we give our students of aid in achieving this purpose?
298. Kreusler, A.: "How to Conquer the Fear of Studying Russian," AATSEELJ, XIII (June 15, '55), 52-55. The study of the Russian language is not connected with insurmountable difficulties, as is commonly thought. Naturally much depends upon the approach and the method we apply. The proper approach de-



- depends upon a consideration of the essential characteristics of the Russian language, all of which the writer carefully explains along with the direct method in teaching Russian.
299. Lorge, Irving: "How the Psychologist Views Communication," TCR, 57 (Nov. '55), 72-79. All teachers of language will be very much interested in the section entitled "Language Learning," pp. 75-77.
  300. Loveman, C. E.: "The Slow Beginners," MLL, XXXVII (Dec. '55), 17-19. Many teachers of French and of other languages spend some time with children whom they regard as linguistically unpromising. If those teachers are not to waste their energies, then lines of approach must be carefully thought out and applied. The writer does not advocate a radical difference in the teaching method for the slower pupil, but rather a simplification.
  301. Roca, Pablo: "Problems of Adapting Intelligence Scales from one Culture to Another," HSJ, XXXVIII (Jan. '55), 124-131. This article deals with various problems that are encountered by psychologists of the Division of Research and Statistics of the Department of Education of Puerto Rico in the translating and adapting for use in the schools of Puerto Rico of various intelligence tests explained here.
  302. St. Clair-Sobell, James: "Phonology and Language Teaching," CLAJ, 1 (Oct. '55), 14-18. It is necessary for the instructor to be acquainted, in addition to the sounds of the language he is teaching, with the phonology of the native language of his students. Without this knowledge he is unable to point out and explain phonic differences in terms of points of articulation, co-articulation, palatalization. Examples are given from various languages.

#### XVII. READING, MATERIALS, METHODS, VALUES (6).

See also: 1-11, 12-22, 23-36, 37-94, 118-156, 252-283.

303. Gaither, Mary: "The Values of Foreign Language Study for High School Students," MLJ, XXXIX (Dec. '55), 423-427. On the basis of the writer's observation, experience and research as a teacher of literature and English composition, she has witnessed the values that accrue from foreign language study. The comments made are concerned primarily with the co-ordination of foreign language study with other academic and cultural interests that come within the range of the average high school student.
304. Kownacki, Stanislaw: "Teaching Foreign Languages in Specialized Fields," MLJ, XXXIX (Nov. '55), 351-352. Some experimental results presented here indicate that much less effort is required to read a specialized text than is necessary to read fiction. At the Polytechnic Institute of Brooklyn an experimental course in Scientific Russian was introduced recently for the purpose of teaching students in as short a time as possible to read texts dealing with various branches of engineering.
305. Meyerstein, Rud S.: "Realism and Usefulness of Exclusive Reading," MLJ, XXXIX (Feb. '55), 85-88. Our writer deals with languages as an instrument of communication. Recognizing the importance of the spoken language, he decries the exclusive use of the reading course which has reality only to those aiming to prepare for an immediate examination of their reading ability. He would like to combine this reading ability with the acquiring of a good pronunciation.
306. Stack, Edward M.: "Reading Scientific French," FR, XXIX (Dec. '55), 150-156. The writer presents some suggestions, which he has tested and found workable, for teaching a class of scientific and technical students how to read the literature of their fields given a semester's time of three hours a week. The objectives, the materials used are very carefully explained.
307. Van de Luyster, Nelson: "Present-Day Reading Texts in Scientific German," GQ, XXVIII (Jan. '55), 19-21. Our age is truly one of science and of specialization. At present there are few science grammars on the market. With increasing interest in the scientific, the market for an elementary text stressing the scientific approach will not remain a limited one. For various reasons explained the appeal for such a text has been and will continue to be widened.
308. Wade, Gerald E.: "Mc Guffey in Spanish," H, XXXVIII (Dec. '55), 505-506. The Mc Guffey's *First Spanish-English Eclectic Reader* is explained. This "Reader may be used in teaching reading by any of the methods in common use; it is especially adapted to the Phonic Method, the Word Method, or a combination of the two."

#### XVIII. REALIA, ACTIVITIES, CIVILIZATION, CLUBS, SOCIALIZATION (26).

See also: 118-156, 157-195, 252-283, 284-294.

309. Aldridge, Helen: "A French Club at Work," JEM, 137 (May '55), 19. With the aim of creating a French Club that would provide learning experiences and include all French students in the school, this plan has been evolved and is working effectively with about 115 members.
310. Bégué, Armand: "Varia," FR, XXVIII (Jan. '55), 285-287. Everyone will enjoy reading this section which includes "Les Langues Vivantes et les Images," "Cours de Vacances" at Pau, a letter from Paul Laumonier, and the account of the Mary Isabel Sibley Fellowship.
311. Bégué, Armand: "Varia," FR, XXVIII (Feb. '55), 368-369. All readers will enjoy the account of the magazine, *Thélème*, written and published by the students in French at Wayne University, Detroit, Michigan, and the account of "A New French Summer School."
312. Bégué, Armand: "Varia," FR, XXVIII (Apr. '55), 463-466. All French teachers will be interested in various items explained here; "Fifth John Hay Fellows Program Announced," "Realia from French Cultural Services."
313. Bégué, Armand: "Varia," FR, XXVIII (May '55), 564-569. French teachers will enjoy reading items of interest in regard to the Brooklyn College Language Laboratory, professional equipment of teachers of French and others.
314. Bégué, Armand: "National Information Bureau News," FR, XXIX (Oct. '55), 101-104. The list of items presented will be most useful and welcome to teachers of French for classroom use.
315. Bégué, Armand: "National Information Bureau News," FR, XXIX (Dec. '55), 203-206. All teachers of French will find much of interest and help in this section such as realia available, workshops, conferences, educational opinion on language study, etc.
316. Bowes, Elmer G.: "Welcome to our Parents' Night!" SE, 75 (Nov. '55), 47-49. Parents' nights are one of the best public relations techniques for schools. With the senior high school night, one very unusual demonstration was the puppet show put on by the foreign language students of Smithtown High School, Smithtown, N. Y.
317. Brady, Carrie E.: "Some Aspects of Foreign Language Club Work on College Level," MLJ, XXXIX (Feb. '55), 69-71. All language teachers must examine, explore and utilize every means through which we can

- stress the benefits and values of a foreign language to the students. One way to attain this goal is an active foreign language club which exerts much influence. Many excellent suggestions for constructive programs that enrich, instruct, and stimulate are given.
318. Brent, Albert: "The Place of Cultural Material in the First Two Semesters of College Language Study," *H*, XXXVIII (Mar. '55), 73-75. Our writer wishes to discuss further the use of cultural material in foreign language teaching as it is his belief that this familiar subject merits periodic reemphasis and perhaps more thoughtful consideration than it often receives. There are two ways in which cultural material may be brought into the elementary and intermediate courses.
  319. Buck, Mary: "French Club Undertakes New Project," *SL*, XXII (Oct. '55), 13, et seq. This educational project that the French teacher and cadet teachers from the French club undertook was a most rewarding experience. The eighty pupils were divided into two groups, meeting one day a week from three to four o'clock. The language was presented by sound. Words were not shown for several weeks.
  320. Cunz, Dieter: "From Arminius to Adenauer," *GQ*, XXVIII (Mar. '55), 106-110. This article explains "A Course in German Civilization for the Armed Forces Abroad" offered in the Foreign Language Department of the University of Maryland. This course familiarizes the student with the general background and the cultural tradition of the country whose language is being studied. Similar courses are offered in French and in Spanish Civilization.
  321. Jump, J. R.: "Spanish Songs for the Classroom," *MLL*, XXXVII (Dec. '55), 15-16. Just in case there are teachers of Spanish who seldom use songs in their Spanish classes or teachers of Spanish who are looking for suggestions, here are several. As the writer explains, song teaching in a language lesson has many valuable purposes.
  322. King, Gladys: "Tips to Teachers," *H*, XXXVIII (Mar. '55), 108-109. All teachers of Spanish will be interested in the many helpful suggestions offered in this section conducted by Miss King.
  323. King, Gladys: "Tips to Teachers," *H*, XXXVIII (Sept. '55), 354-357. In this section teachers of Spanish will find many interesting "tips" to help revitalize classroom work.
  324. King, Gladys: "Tips to Teachers," *H*, XXXVIII (Dec. '55), 493-494. In this section teachers of Spanish will find many items of interest and value.
  325. Kinnamon, Anne: "French Week" *SL*, XXI (Mar. '55), 25. This annual French Week with its colorful program described here was presented exclusively by the French department of Charleston High School, Charleston, West Virginia. This interesting project was primarily designed to help the students of the local high school develop a greater interest in French and other foreign languages.
  326. Lafratta, M. F.: "Realia in Spanish," *CMLR*, XI (Winter, '55), 25-26. Spanish teachers will welcome this list of realia: musical; conversation records; films, filmstrips, and color slides; periodicals; correspondents; reference material. Addresses and prices are given.
  327. Mac Farlane, J. S.: "A French Language Tour," *CMLR*, XI (Summer '55), 24-26. This account will be of great interest to all teachers of French. This second French Language Tour was a huge success.
  328. Malatesta, Anne: "It Isn't Greek to Them," *EF*, XIX (May '55), 435-438. Mrs. Berg's classroom brings the world together in a cordial and understanding way. Here it is possible for many nationalities to be in one room and get along together, acquiring a common linguistic bond. In her teaching Mrs. Berg uses the direct method.
  329. Matthews, F. Louise: "The Teacher of French and the Franco-American Newspaper," *FR*, XXVIII (Apr. '55), 429-435. For various reasons stated, the newspaper printed in French is invaluable to the teacher of French in need of varied instructional aids. The feature edition of a metropolitan journal with its abundant advertising material, extensive news coverage and numerous illustrations has much to offer as have various periodicals named and explained for us.
  330. Mellenbruch, Julia: "Let's Teach Spanish to Spanish-Speaking Pupils," *TO*, 39 (July '55), 14-15. The objectives of a course for Spanish-speaking students are explained. Speaking activities should be provided from the beginning and should be used extensively. Many experiences of the students may be extended through wide use of audio-visual materials and various community resources.
  331. Rosen, Chas. W.: "M.I.T. Teaches History of Ideas in French," *FR*, XXVIII (Feb. '55), 345-350. An experimental program in French Humanities has been instituted at M.I.T. which suggests a broad use of the study of French. Foreign languages may be studied for more than proficiency and literatures for more than their individual worth. Languages and literatures may be studied to develop the students' awareness of ideas and their expression and of culture.
  332. Stafford, A.; Smith, C.; Darnell, J.: "Learning Spanish Can Be Fun," *SL*, XXII (Nov. '55), 13. All teachers of Spanish will enjoy this article and will want to try some or all of these interesting projects enjoyed by the students in Vivian High School, Vivian, Louisiana. The numerous dramatizations or "real life situations" that these students work out make their language learning a most pleasant experience.
  333. Tepper, Morris: "Calendar Facts on Display," *HP*, XXXVII (Dec. '55), 36. A cut-out display is an effective device for using the calendar in an eighth-year French class in junior high. The poster serves to lay the foundation of the imperfect and future tenses of all verbs.
  334. Vacheron, Edith: "A French Unit in a Girl Scout Camp," *FR*, XXVIII (Jan. '55), 246-251. Under the sponsorship of Miss Laura Johnson, University of Wisconsin, and the Milwaukee Council of Girl Scouts, the writer with another staff member participated in this outdoor camp in Northern Michigan by teaching French to senior high school girls. A few days' typical lesson plans are outlined.

#### XIX. TEACHER QUALIFICATIONS, TEACHER TRAINING (15). See also: 109-117, 295-302.

335. Campbell, Walter: "Self-Improvement for Teachers of Foreign Language," *CH*, 29 (Jan. '55), 277-279. Dr. Campbell recently made a survey of foreign-language teaching in United States large-city senior-high school systems. Some weaknesses of foreign-language teachers were disclosed. This article proceeds to identify the methods that the best foreign-language teachers have used to improve their work.
336. Cohen, Jack J.: "New Emphases in Jewish Education," *JE*, 26 (Summer '55), 14-21. Of special interest to language teachers are the sections entitled "The Hebrew Language," "The Educational Process," and "The Training of Teachers."
337. Huebener, Theodore: "Foreign Language Enrollment," *HP*, XXXVII (Jan. '55), 61-62. Dr. Huebener gives us the overall picture in detail of the enrollments in the foreign language classes in New York City. All languages indicate a gain except German, Latin, and Norwegian.
338. Huebener, Theodore: "Professional Equipment of

- Teachers of Italian," I, XXXII (Sept. '55), 141-142. By questionnaire a survey was made recently of the preparation and professional alertness of the foreign language teachers in the junior and senior high schools of New York City. The per cent of teachers of Italian compared with the teachers of other foreign languages in the schools is given with reference to various phases of professional equipment.
339. MLA FL Steering Committee: "Qualifications for Secondary School Teachers of Modern Foreign Languages," MLJ, XXXIX (Oct. '55), 290-292. Many language leaders, whose names are listed at the close of the article, present this report of what they consider the minimal, good, and superior qualifications of a secondary-school teacher of a modern foreign language.
340. Nostrand, Howard L.: "Advance Work Paper No. 2 for Teacher Training Section," PSANCFLT (Mar. 31-Apr. 2, '55), 23-24. Basic questions to be considered in a conference on teacher training are stated, and suggestions are given as possible keys to solutions of these questions.
341. Nudelman, Ed. A. and Slesinger, Z.: "The Personnel Problem in Jewish Education," JE, 26 (Summer '55), 6-13. The personnel problems of special interest to language teachers deal with the need for a broader conception of the teacher's task, a program of teacher education, and a program for the in-service and professional growth of the personnel in Jewish education.
342. "Qualifications for Secondary School Teachers of Modern Foreign Languages," AATSEEL, XIII (June 15, '55), 64; (Sept. 15, '55), 91-93. See article #339.
343. "Qualifications for Secondary School Teachers," FR, XXIX (Oct. '55), 63-65. See article #339.
344. "Qualifications for Secondary School Teachers of Modern Foreign Languages," H, XXXVIII (Sept. '55), 319-323. See article #339.
345. "Qualifications for Secondary School Teachers of Modern Foreign Languages," I, XXXII (Sept. '55), 188-192. See article #339.
346. "Qualifications for Secondary School Teachers of Modern Foreign Languages," MDU, XLVII (Oct. '55), 302-305. See article #339.
347. "Qualifications for Secondary School Teachers of Modern Foreign Languages," MLF, XL (Dec. '55), 123-126. See article #339.
348. Simpson, Lurline V.: "Advance Work Paper No. I for Teacher Training Section," PSANCFLT (Mar. 31-Apr. 2, '55), 20-22. The proposed teacher training plan is to make "Foreign Languages the Best Taught Subject in the Curriculum." A splendid intensive and comprehensive plan for the training of foreign language teachers is outlined for us. The "study of methods" will be most helpful to all teachers of foreign languages.
349. "University of Michigan Literary College Revises Foreign Language Requirement," MLJ, XXXIX (Feb. '55), 94-95. The University of Michigan College of Literature, Science, and the Arts has revised its requirement for graduates of the College. This action is the result of lengthy study and re-affirms a conviction that knowledge of a foreign language is a required part of the experience that graduates should have.

#### XX. TESTING, APPRAISALS, EVALUATION (14). See also: 37-84, 118-156, 252-283.

350. Beachboard, Robert: "Language Testing Programs and Services," MLF, XL (June '55), 31-35. This report of the Research Council Committee on Tests and Measurements, MLASC, is a description of local experiments in language testing and of services and tests available in Southern California. A very highly selective list of published language examinations for French, German, Italian, Latin, Spanish is given.
351. Dinin, Samuel: "An Analysis and Critique of Jewish Education in America," JE, 26 (Fall '55), 6-16. Hebrew as a language of study in many secondary schools throughout the country has made great strides. There is evidence of this not only in new school buildings, but also in textbooks and materials and methods, in filmstrips and other audio-visual material in the utilization of new forms of communications as television and radio, and in many other innovations.
352. Furness, Edna L.: "A Plea for a Broader Testing Program," MLJ, XXXIX (May '55), 255-257. Our writer has explained the historical background of the auditory phase of the language arts; the high frequency of listening; the need for training in listening not only in English but also in the modern languages; the scarceness of tests of listening or aural comprehension.
353. Klink, G. A.: "How to Set a Fair Examination," CMLR, XII (Fall '55), 20-21. If we give more time and thought to the setting of our examinations, we shall be making the marking easier and more accurate, and we shall be setting up a more equitable standard by which we may measure the achievement of our classes. The procedure explained will help to make our examinations effective and more valid.
354. Krail, Jack B.: "Some New Approaches in the Teaching of Modern Foreign Languages," EO, 29 (Mar. '55), 80-86. The entire structure of the teaching of languages in the United States has undergone a critical searching reappraisal and re-examination especially in regard to methods, objectives, techniques, relation of the language course to the needs of the student and to the entire curriculum. As a result many approaches have developed which are not revolutionary for they are a combination of various practices and underlying concepts.
355. Moore-Rivolucry, Nina J.: "Man or Gramophone," CMLR, XI (Winter '55), 13-15. In England and Wales public examinations are conducted by eight Universities or groups of Universities. There is some slight divergence in the way of administering the oral examination in Modern Languages, but the basic principles and the standards are alike. The Oral Examination is compulsory in all foreign languages. The framework of the text is treated step by step.
356. Mosley, Wm. E. Jr.: "Teaching and Testing Word Order in the Foreign Languages," MLJ, XXXIX (Jan. '55), 18. In the Spanish classes at Vista Unified High School the writer has worked out a system of teaching and word order which gives recognition for skill in this phase of language learning. A previously determined number of points is allotted each word provided that word is in its proper place.
357. Nordberg, Robert B.: "Evaluation: The Ideal and the Actual," CER, LIII (Nov. '55), 533-546. The present article, which completes the series, discusses a survey by the writer of common measurement and evaluation practices of college instructors, and recommendations are made as to the nature of an ideal evaluation program. All teachers of Spanish will be interested in the section "A Test in Spanish—Professor E."
358. Presel, Rose: "German and the German Examination in the 'School and College Study for Admission with Advanced Standing,'" GQ, XXVIII (Mar. '55), 85-88. The writer explains briefly the main points in the preparatory syllabus that was worked out by the German committee consisting of representatives of college and secondary schools and the examination for the first year given May 1954.
359. Roberts, Raymond A.: "Missouri Curriculum Guides



Cited as Outstanding in the Nation," SC, XLII (Oct. '55), 11-12. A list of outstanding teaching and learning materials evaluated by the various instructional departments in the Division of Instruction at Teachers College, Columbia University has been prepared approximately every three years. The table presented reflects the scope of sampling for the 1951-54 study.

360. Selvi, Arthur M.: "Foreign Language Study in Connecticut," SS, 81 (Mar. 19, '55), 88-90. An Advisory Committee and the State Department of Education recently are reviewing, evaluating and improving the program of foreign languages in the junior and senior high schools. Many of the findings and recommendations of this group are given and explained. Teachers of modern foreign languages will be interested in the report, especially that dealing with aims and objectives, audio-visual aids, and methods.
361. Stabb, Martin S.: "An Experiment in Oral Testing," MLJ, XXXIX (May '55), 232-236. The Department of Romance Languages, Colgate University, has adopted the "Single objective" approach to language

study. All of the students beyond the elementary level pursue either a reading or a conversational course in the foreign language. Of much concern for the proper functioning of the program is an adequate testing instrument for over-all achievement in the conversational approach.

362. Strain, Wm. H.: "Techniques of Evaluation of Foreign Credentials, Part VI," CU, 30 (July '55), 464-467. The acquisition of a foreign language has been shown to be a skill. The earlier the pupil is introduced to it, the more easily he will learn it. Educators in the United States are becoming aware that the people should know the languages of other peoples in the world. Foreign languages have been introduced in the courses of study in the elementary schools.
363. Visiting Committee: "The Evaluation of a Pittsburgh High School," PS, XXX (Nov.-Dec. '55), 37-52. All teachers of foreign languages will be interested in section D-6, Foreign Languages, page 41. The committee commended this language department for numerous items including the oral skill displayed by the German and Spanish teachers.

#### XXI. VOCABULARY, LANGUAGE, ORTHOGRAPHY (15).

See also: 1-11, 12-22, 23-36, 118-156, 252-283, 295-302, 303-308.

364. "AATSEEL NEWS," AATSEELJ, XIII (Sept. '55), 66-71; (Dec. '55), 97-102. Teachers of Slavic and East European Languages will enjoy the various items explained here, especially the note from Professor H. H. Josselson who comments on remarks made by M. Zarechnak in "Observations against the Russian Word Count."
365. Ballenger, S. T.: "Bound Suffixes in Spanish: A Frequency Count," H, XXXVIII (Sept. '55), 282-284. An excellent teaching aid in the acquisition of vocabulary is the regular use of the principles of word formation. A thorough knowledge of the bound suffixes and their comparable equivalents increases the number of recognition words. These are explained, and extensive lists are added.
366. Charnley, M. Bertens: "An Assessment of Trends in Midcentury Chilean," MLJ, XXXIX (Apr. '55), 181-186. This is a study of the changes which have taken place in the popular speech of the Chilean people much of which has not gone beyond the frontiers of this country. The writer notices how a number of expressions and patterns characteristic of Chile are substituted for single words.
367. Crowley, Cornelius J.: "On 'Spanish Words of Germanic Origin'," H, XXXVIII (Sept. '55), 311-313. Our writer raises certain questions with regard to several linguistic mis-statements in the article "Spanish Words of Germanic Origin," Hispania XXXVII (Dec. '54), 472-477; and the omission of a large number of important Spanish words of Germanic provenience.
368. Grossman, Wm. L.: "Women in Brazilian Colloquialisms," H, XXXVIII (Mar. '55), 82-83. This is an interesting study of the large number of colloquialisms used in Brazil to denote many types of women. At least twenty expressions, presenting an impressive variety in application and nuance, are heard.
369. Heffner, R.-M. S.: "Proposed Changes in the Rules for German Orthography," MDU, LXVII (Mar. '55), 175-179. Some of the changes proposed by the Arbeitsgemeinschaft für Sprachpflege undoubtedly will be adopted as standard German orthography for the school systems of the several countries. It is necessary that teachers of German in America be aware of what is being proposed. There are eight major proposals in the recommendations and a ninth not numbered by the commission.
370. Josselson, Harry H.: "Background and Reactions to the Russian Word Count," AATSEELJ, XIII (June

15, '55), 41-45. Professor Josselson, who edited *The Russian Word Count*, Wayne University Press, 1953, recalls the statement that the Word Count is not a textbook or teaching procedure, nor does it aim to tell the teacher how and what to teach. In this paper Professor Josselson emphasizes his concern to help the teacher and the student of Russian to make the fullest use of what has been published in the Word Count thus far.

371. Keppler, Kurt: "Characteristics and Difficulties of the German Scientific Vocabulary," GQ, XXVIII (May '55), 152-158. In German scientific readers the vocabulary difficulties are greater than those of grammar. Since each science has its own difficulties of terminology and nomenclature, few generalizations can be made. However, there are certain characteristics, the mass of compounds and derivatives, the words of foreign origin, the great range of word meanings in it, and many others that are briefly explained.
372. Lindstrom, Thais S.: "Defense of the Russian Word Count," AATSEELJ, XIII (June '55), 48-52. The writer has reevaluated the "Word Count" edited by Harry H. Josselson in its totality: "that is, in the light of all-embracing instruction goals and on the basis of two years of teaching the four levels of the language—one year without the supplementary aid of the word count and one year with it." Many saliently constructive and important features of the Word Count have emerged from this re-examining and are explained.
373. Posin, Jack: "Problems of Literary Translation," AATSEELJ, XIII (Mar. 15, '55), 9-15. Various problems such as idiomatic expressions, customs, cognates are explained, and some most interesting examples given. Often the substitution of equivalent expressions rather than literal renditions is the only way out. The task of the translator is more exacting than that of an original writer.
374. Silva-Fuenzalida, I.: "Brambila's Orthography," H XXXVIII (Dec. '55), 481-482. The suggestions offered are intended to highlight various points of analysis in the phonemic structure of Spanish which will be helpful in expediting the acceptance of Brambila's system ("Brambila's Spanish-American Orthography" Hispania, XXXVIII (May '55), 220-222 by increasing the correlation between the phonemic structure and the graphic representation.
375. Villegas, Francisco: "El Argot Costarricense," H, XXXVIII (Mar. '55), 27-30. The writer explains the language used by men and women of the village, not



that of all social classes. The vocabulary explained is that used in friendly occasions and constitutes the living language of the day.

376. Weiss, Gerhard: "The Dropping of the Genitive-s in Personal Names," MDU, XLVII (Mar. '55), 168-174. One very rapid change in the German language is the dropping of the inflectional-s in the genitive singular of personal names when these names are preceded by an article, an article and some declined adjective or noun, or a limiting adjective. The inflectional ending is gradually being omitted only where the governing noun stands before the personal name.
377. Wright, L. O.: "Brambila's Spanish-American Orthography," H, XXXVIII (May '55), 220-222. This

is an explanation of Brambila's system, one in a long succession of attempts at improving Spanish orthography. Brambila's system of simplified spelling of Spanish attempts to ease the mastery of written Spanish and to bring nearer the elimination of alphabetism among the masses.

378. Zarechnak, M.: "Observations against the Russian Word Count," AATSEELJ, XIII (June '55), 45-48. The writer states two basic objections to the *Russian Word Count* edited by Harry H. Josselson. These are followed by four illustrative examples, and in his final notes he deals with the concept of the act of faith as a necessary supplement to the statistical method used in the *Russian Word Count*.

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\* \* \*

Grammar is always more or less meaningless until it has been exemplified in actual use so often that the correct usage becomes automatic. This intimate relation of grammar and reading cannot well be established by aimless conversation. It is for that reason that I value chiefly oral work based upon the reading text.

—WILLIAM R. PRICE

\* \* \*

## Book Reviews

THOMAS, ADOLPHE V., *Dictionnaire des difficultés de la langue française*. Paris, Librairie Larousse, 1956.

This fine flowering of erudition will be received with equal delight here and in France. There it will probably become a veritable *bréviaire de l'homme de lettres*. Here we welcome it as a highly competent guide to teachers and advanced students, to authors and publishers of French textbooks. It is a necessary supplement to reference grammars and dictionaries. It is also a distinguished, charming book, unique of its kind.

First, let us speak of the practical value of this work. It is dependable, based upon the official and ultimate authority, *le Dictionnaire de l'Académie*, and upon that of the *dictionnaires Larousse*. M. Thomas does not, of course, fall into the common error of attempting to prove good usage by citing from works of fine modern authors. The fact that Gide writes "*Elle s'est arrangée à ce qu'on lui manque*" proves to M. Thomas only that even Gide can sometimes be mistaken; and he points out the incorrection, lest we be baffled by it when we come upon it in one of Gide's books. He gently rebukes many other literary gods, even France and Flaubert. However, he does cite copiously from all writers of distinction, including Gide, France, Flaubert, in his luminous examples of good usage.

Though the contents of this book are as contemporary as its publishing date, the author is not a linguistic anarchist. Neither is he a rigid purist. He keeps consistently to the *juste milieu*, gracefully conceding to common usage, but never to the usage of the common people. Discussing the current tendency to form adjectives from nouns, he concedes:

"*Tout cela n'est certainement pas du français le plus recommandable, mais comment s'opposer à cette évolution de la langue qui veut que la facilité prime la science, au moins dans le langage parlé?*"

But do not worry, M. Thomas is not going to let you go too far. Speaking of the capricious *gens*:

"*Comme on le voit, ces règles ne sont ni très simples ni très logiques. Aussi beaucoup cherchent à s'en affranchir. Néanmoins les honnêtes gens ne manquent pas de les observer encore scrupuleusement.*"

As for those famous, or infamous *tolérances*:

"*... rappelons que le décret du 26 février 1901, derrière lequel s'abritaient les partisans d'une langue plus libérale, n'est qu'un édit de tolérance aux examens et concours, et qu'il ne doit, en aucun cas, couvrir des incorrections qu'une personne cultivée ne saurait commettre.*"

This book is unique in its field because of its completeness and the immediate accessibility of all it contains. Presented in alphabetical order, we have here—and at long last—clear, authoritative answers to the main questions

preoccupying all those who use the French language, as well as the most common mistakes made by them. An appreciable amount of the grammatical explanations has never before been set down in print. True, the rest may be found—after wearying, time-consuming search—scattered through about a score of grammar reference books. Yet, if and when they are found there, the explanations are rarely, if ever, given with the perfection which distinguishes M. Thomas' work. A supreme master of his subject, M. Thomas treats it with infinite skill. His thorough, irrefutable explanations are given simply, clearly, directly, definitely; and with a fine economy of words, with the absolute minimum of grammatical terminology.

You will be well rewarded if, before putting this volume away on your reference shelf, you will read it through. Yes, from A to Z, inclusive, in daily, moderate doses. There are so many highly important matters in it which it would not occur to us to look up. We either never heard of them, or we think we know all about them. Many surprises await you. Then too, it is only by reading the book that you will discover and enjoy less practical, yet inestimable, qualities of this distinguished work: its tone and its style—*choses inouïes* in a book of this kind.

M. Thomas' tone is confident, but not dogmatic, not pedantic, not rigid. It is light, warm, and serene. Never is it ponderous, frigid, or jerky. M. Thomas' tone is pleasing in its truly elegant detachment, its impartiality, its tolerance—those fine fruits of experience and wisdom.

If "*le style, c'est l'homme*," M. Thomas is a gentleman of irresistible charm. His style is natural, personal, and, I should say, even conversational. One often has the impression of listening to the author rather than of reading his words. He expresses himself with the seeming effortlessness of the fine writer, and with simplicity, clarity, and grace. But, make no mistake, he also expresses himself with directness, gentle firmness, precision, and conciseness. Some of his explanations are little masterpieces of expository prose, that most difficult form of writing.

We are deeply grateful to M. Thomas for this distinguished, graceful book. We have been needing something of its kind for years; but we never dreamed of getting anything so outstanding. Reading it is like gathering bouquets in a luminous garden, densely populated with fine flowers, all flourishing in the deep, fertile soil of rich erudition.

HELEN CÉLIÈRES

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PFEILER, WILLIAM K., CARTER, BOYD, G., AND DOLEZAL, MARGARET, JOHANNA, *German for Children. A Manual for Teachers and Parents*. Lincoln, Nebraska: Johnsen Publishing Company, 1956, pp. 64.

Here at last is a commercially available manual which

all who are engaged in the fascinating but sometimes problematical pursuit of teaching German in the lower grades should welcome with joy. Written "to meet the challenge of the sudden . . . national interest in the teaching of foreign languages on the elementary level" (p. 5), it fulfills its purpose admirably. (One may, however, wonder if the "sudden" interest were not always there and we merely too stupid to exploit it!) Every page not only *can* be taught but obviously *has been*. The kinks are out. The material presented is intended to be sufficient for the first two years in the (lower) grades.

The makers of this little book are of the very sensible opinion that, if the child can read, it may also serve as his text. Learning, they point out (p. 7), goes faster if eye, ear and tongue work together. This is almost revolutionary doctrine in some quarters, innocent as it may seem to many old teachers. The tendency among the doctrinaire is of course "to say nothing you haven't heard, read nothing you haven't said, write nothing you haven't read." This is known as the "natural" method. Nothing more un-natural has been dreamed up since Rousseau. Linguistic learning, which is learning *par excellence*, is both inventive and deductive; the "naturalists," however, would reduce children to machines, speling off their piece when we put a nickel in.

The manual contains fourteen "Units," each of which, except the first, is divided into five parts: Review, Song(s), Conversation (with ample supplementary material), Vocabulary (English equivalents are given for all German words and phrases), and a final section called "Fun Through Tongue and Wits," containing proverbs, riddles, tongue twisters, rhymes, games. The rhymes are especially good. Some of the games look too complicated for a short class period. Music for the songs is given in the last pages.

The authors have wisely decided to leave nothing to chance. The directions are so clear and explicit that even an inexperienced teacher should have little difficulty, provided of course that he knows German. The "Comments" addressed to the teacher (sometimes to the parents) at the beginning of each unit are one of the best features of the book. They unpretentiously communicate to others some of the wisdom and experience possessed by the makers of the manual. There is no jargon, no flaunting of expertise, no wild claims, but much good common sense about languages and the process of language learning.

If there is any serious criticism to be made of this book, it is that it underestimates the ability of children to absorb complex sentences and verb forms. There is no drill on verb-last constructions, though they are easy enough to introduce and practice (Geht es mir gut, wenn ich krank bin? Wäre er mein Hut, wenn er nicht drei Ecken hätte? Wohin geht man, wenn man aus der Schule kommt?). This stumbling block for all English-speaking students should be removed as early as possible. The manual does not take pupils out of the present tense. Many will find this quite in order. For my part, I am inclined to regret it. It has been my own experience that children have little trouble with the present perfect, if it is presented in a situation that makes sense to them. The imperfect is harder, simply because this tense is little used in conversation, but pupils soon acquire a passive command of it, if one uses it in storytelling. The use of the descriptive adjective, which is cer-

tainly much more difficult than the use of tenses, is stressed from Unit VI on.

*German for Children* deserves to be used widely and its authors deserve the gratitude of German teachers everywhere, whether in the grades, in high school, in college, or directing graduate studies.

R. M. BROWNING

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MAURINO, FERNANDO D. AND FUCILLA, JOSEPH G., *Cuentos Hispanoamericanos de Ayer y de Hoy*. New York: Charles Scribner's Sons, 1956, pp. v+194. \$3.00.

It is refreshing to see a text book which effectively bridges the gap between the "baby-talk foreignisms" and the golden classics of the Spanish language. The foreign language field in general has long needed intermediate material which would offer the student some intellectual challenge when he has mastered grammar and vocabulary to the point where he can begin to appreciate thought content—materials designed to pave the way to the classics, which are often beyond the scope of the young student both in respect to grammar, word usage and thought content.

*Cuentos Hispanoamericanos de Ayer y de Hoy*, woven from the stories of such fine contemporary and near contemporary Latin American writers as Quiroga, Darío, López y Fuentes, Nervo, and Alegría, lends its strength to the recent trend toward the use and study of Latin American Spanish as preferred to the use and study of Castilian Spanish. Eight novelists, poets and journalists from six different countries give the student a broad association with the diversified idiomatic and dialectical peculiarities of Latin American Spanish, and acquaint him with the sociopolitical psychology and philosophy of an emotionally poetic continent.

The stories are well selected for interest, diversity of mood and literary style, involving the "Pogo" style humor of Quiroga's *La Abeja Haragana* and *Los Tres Besos*; the warm, sensitive humor of Nervo's little boy who wondered why the birds did not get whipped for making love by the padre's library window; the sly, bi-lingual punning and the discreet, ribald sex of Peraza's *Cartas*; the soft, sensual beauty of Darío's poetic-prose; and the raw, pathetic confusion and pain of Muñoz and Fuentes and their wars of the *peons*.

The difficulty of wading through the idiomatic terms and phrases (*cortismos*), which are so prevalent in the modern prose of both English and Spanish, is alleviated here by excellently developed notes. Those words or phrases which offer particular difficulty in straight translation are handled in detail at the foot of the page; while those of universal employ or obvious meaning from straight translation are listed at the end of each story, to be learned as active information rather than as passive knowledge acquisition.

The exercises include both questions, which can be answered by drawing bulk phrases and sentences from the body of the story, and theme topics which would require a certain amount of insight from the student, expressed in the student's words in English and in Spanish.

More such texts as this would serve to add materially to the interest and respect for language study which many



students lose when they have had their beginning courses and, upon moving to intermediate and advanced study, come to the conclusion that all the fine writings of the language came centuries ago.

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THE BOOK OF THE WILES OF WOMEN. Translated by John Esten Keller. University of North Carolina, Studies in the Romance Languages and Literatures, Number 27. MLA Translation Series, Number 2. Chapel Hill, The University of North Carolina Press, 1956, pp. 60. \$2.00.

*The Book of the Wiles of Women*, the second in the series of translations published under the auspices of the Modern Language Association, is long overdue—in fact, some seventy years. According to the introduction, the first edition was in 1882 by one Mr. Coote who did not include passages that he found difficult, incoherent or “unseemly.”

A glance at the frontispiece will convince anyone of the difficulty facing any translator. Dr. Keller has already hurdled this obstacle in his edition of *El Libro de Los Engaños* (University of North Carolina, Studies in the Romance Languages and Literature, Number 20, Chapel Hill, 1953). The passages that are incoherent or obscure are not deleted but explained in notes that show careful research. An example of this is the rebuttal to the Third Counselor's story. Dr. Keller says (p. 56, note 48) that the obscurity of this tale is no doubt due to poor copying or failure to translate correctly from the Arabic on the part of the medieval scribe. What Mr. Coote may have termed “unseemly” turns out to be in the Keller translation, sprightly with no loss of meaning or decorum.

Dr. Keller in reviewing *The Celestina* translation of Lesly Byrd Simpson (*Hispania*, September, 1955, pp. 377–379) states that “a translator should, by study and reading, project himself into the period from which he translates, and even into the original author's system of concepts.” The introduction and notes of both *El Libro de Los Engaños* and *The Book of the Wiles of Women* reveal the careful preparation with which Hispanist and folklorist Keller faces the actual translation.

First, there are the mechanical devices which he establishes. These, without altering the original concept serve to render smoothly flowing English. They are: a free translation of *dixo*, the only word used to describe speech in *The Book of the Wiles of Women*; the omission of the needlessly repeated *e* (“and”); and modern punctuation that is obvious. An excellent example of all three lies in the following: *E ella dixo:—Este que dezides que non fabla me quiso forçar de todo en todo, e yo non lo tenia a el por tal.* This is translated: “This one,” she lied, “who you say cannot speak, tried to violate me utterly, and I would never have thought it of him.”

When the literal translation is acceptable, it is used. Otherwise, the spirit of the line is presented. The following lines illustrate not the word-for-word translation but the thought in nicely moving English: *Avia un rrey en Judea que avia nombre Alcos; e este rrey era señor de gran poder e amava*

*mucho a los omnes de su tierra e de su rregno e mantenialos en justicia; e este rrey avia noventa mugeres. Estando todas, segun era ley, non podia aver de ninguna dellas fijo.* (There was once a king of Judea whose name was Alcos. He was a mighty monarch and he greatly loved the people of his kingdom, ruling them ever with justice. He had ninety wives, and although he had known them all in accordance with his faith, in none could he beget an heir.)

In the introduction where Dr. Keller presents an excellent outline of the development and dispersion of the tales, he points out that their survival is due to the fact that they are basically folk tales. Dr. Nicholson B. Adams in *The Heritage of Spain* (p. 56) says of these lively tales: “It is too bad for lovers of spicy yarns that the argument could not have gone on longer. No wonder the book has lived a couple of thousand years or so.” Whether the tales survive on the basis of folklore or spiciness, the sprightly and excellent translation of Dr. Keller will make them available to a wider circle of readers who will no doubt go on enjoying for another couple of thousand years *The Book of the Wiles of Women*.

MARGARET V. CAMPBELL

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Language, Thought and Reality: Selected Writings of Benjamin Lee Whorf. Edited and with an Introduction by John B. Carroll. Foreword by Stuart Chase. The Technology Press of M. I. T. and John Wiley & Sons, New York, 1956. Pp. xi+278. Price \$7.00.

At his untimely death in his early forties, Benjamin Lee Whorf had failed to write a single book. His metalinguistic theories have consequently come down to us in a fairly extensive series of articles appearing in various journals (*Language*, *American Anthropologist*, and *Technology Review*, to mention only a few) between 1925 and 1941.

Professor Carroll, a friend and student of Whorf, has performed a signal service to the field of linguistics, as well as a labor of love, in gathering into one volume the more significant of Whorf's writings. His Introduction is a sympathetic but factual biography, with both sides of controversial features presented.

A few of the articles selected by Carroll deal with Whorf's research in American Indian languages, particularly with the decipherment of Mayan hieroglyphics. These articles are, to this reviewer, well-done and convincing. The method of decipherment he employs, based exclusively on linguistic evidence, could be applied to “mysterious” languages, like Etruscan, with better results, perhaps, than have attended most such attempts (it is true, of course, that Whorf had modern spoken Maya to check his conclusions, while Etruscan researchers have no modern version of the inscriptional language).

There is an article on “Grammatical Categories” which offers an entrancing panorama of a truly universal grammar based on the combination of function, meaning and form, which impresses me as highly reasonable. Another article entitled “Language: Plan and Conception of Arrangement” is so well constructed that it makes one wonder why it is not more widely used by our professional linguists. Another

excellent chapter is that on "Science and Linguistics," particularly for the humility which its closing pages should foster in its readers. "Linguistics as an Exact Science," too, displays a superior order of thought: "The beasts may think, but they do not talk. 'Talk' ought to be a more noble and dignified word than 'think'." From this, Whorf goes on to demonstrate that all our scientific and philosophical lore, however exalted, has to be communicated and spread in terms of language.

To the layman, however, the basic part of Whorf is neither his fascinating Mayan research nor his ingenious views on the grammatical categories. It is rather his "metalinguistics," the sort of thing that has captivated mid-century intellectuals, from Chase to the Society for General Semantics. Here the evidence must rest, as Whorf himself would want it to rest, on purely linguistic considerations.

Stuart Chase in his brief Foreword gives us the kernel of Whorf's metalinguistic theories: "1. All higher levels of thinking are dependent upon language; 2. The structure of the language one habitually uses influences the manner in which one understands his environment. The picture of the universe shifts from tongue to tongue."

Everyone admits that culture and behavior influence language. The question raised by Whorf is: "Does the type of language in which the individual speaks and thinks exert a *paramount* influence on his behavior, outlook and culture?" His reply is an emphatic "Yes."

Whorf's background, as brought out by Carroll, presents certain *lacunae*. His specialization was in chemical engineering; his performance at M. I. T. was average. His linguistic interest began with Fabre d'Olivet, who died "avec la réputation d'un fou ou d'un visionnaire." Whorf then delved into comparative linguistics "presumably without any tutoring other than the necessarily brief contacts he may have had with such men as Spinden and Tozzer, and, in addition, J. Alden Mason." Granted that he was a man of extraordinary talent, and that he familiarized himself with several American Indian languages, his all-too-short span of life, largely spent in industrial pursuits, did not permit him to gain the stock of information which would have proved a corrective for the flights of his over-enthusiastic fancy. The fact that he is one of the clearest, most persuasive writers in the linguistic field makes it all the easier to pick out his fallacies.

Whorf envisages language as being not merely of infinite diversity, which it is, but so basically diverse as to give rise to radically different conceptions of the universe. In proof of this, he sets the American Indian languages he had acquired (particularly Hopi) in opposition to a group which he sometimes calls Indo-European, sometimes western European (not quite the same thing; see p. 138), and undertakes to show that the differences in structure are irreconcilable, pointing to equally irreconcilable ways of viewing the single reality of the universe.

Others may point to the similarity in culture and views between primitive Indo-European and American Indian societies, or entrench themselves behind the safe rampart of the non-existence of a Hopi physics (e.g.: Hopi puts into the "past" tense something that happens now but not at this place; what would Hopi do with a distant event recorded now, as it occurs, on TV, or on the telegraph or telephone wires?).

To my mind, Whorf's weakness lies in his failure to realize that within the Indo-European field, considered both historically and geographically, there is vast variation—far more than he admits when he lumps the "western" languages together. Since we are aware of the historical basis for this variation, and are sure of our genetic relationships, we do not overstress it. Yet within the Indo-European field, if we look closely enough, we find most, not to say all, of the phenomena that he ascribes exclusively to Hopi, Apache and Nootka.

Take, for example, the statement (p. 56) that Hopi is better equipped to describe vibratory phenomena than our western tongues. Such variant forms as "flit," "flutter," "flap," or Latin *volitare*, or Italian *svolazzare* do not seem to bear this out.

"It stops getting eaten" is how Whorf translates a Hopi verbal form (p. 61), adding that here the same suffix denotes starting and stopping. What better parallel than Vulgar Latin *\*finiscit*, originally "he begins to finish"? For the Hopi variants on the same page that betoken hope, does not Indo-European offer subjunctive, potential and optative forms, particularly the last?

Whorf speaks (p. 68) of a distinguishing mark of gender, like Latin *-us* or *-a*. Neither of these suffixes specifically denotes gender; *-us* appears in feminine names of trees, and *-a* in numerous masculine names, both common (*nauta*, *agricola*) and proper (*Agrippa*).

For English "I see that it is red," "I see that it is new," Hopi uses different verbs, expressing the different channels of sensation (p. 85). So does French: "je vois que c'est rouge," "je m'aperçois que c'est nouveau"; and even English can shift from "see" to "notice," "perceive," or the like.

The plural in Hopi does not cover the same categories as in English, French or German (p. 138); nor does it in Latin, where *arma*, *folia*, etc. are plural, while their modern descendants are singular. Consider, too, the strange situation of some Slavic languages, where what is apparently a genitive singular follows the numerals 2, 3 and 4.

"Day" cannot be pluralized in Hopi (p. 140). You must say "I left after the tenth day," not "I left after ten days." Whatmough has already pointed out that Latin uses a very similar formula; but even English offers exceptional uses of an apparent singular in certain constructions ("a five-foot wall," "a ten-pound piece").

Apache *ga* means "to be white" (p. 241); so does Italian *biancheggiare*. Apache shows sentences that cannot be broken into subject and predicate (p. 242); how would one then analyze Italian *albeggia* ("dawn is breaking")? *Ni-* means both "I" and "my," according as it is used with a verb or a noun; in Arabic, the forms used as direct objects of verbs may also serve as possessives when attached to nouns (this, to be sure, is not Indo-European, but it is at least a language of the old world; if we must find an Indo-European parallel, how about French *leur* and Italian *loro*, which serve both as indirect object pronouns with verbs and as possessives with nouns?).

The phonemic pattern of English is advanced to prove its complexity of organization (p. 256); but this complex English pattern would prove just as much of a stumbling-block to a Romance as to an American Indian speaker.

"The meanings of specific words are less important than

we fondly fancy" (p. 258), and a Nootka sentence meaning "they each did so because of their characteristic of resembling white people" is offered in evidence, with a single lexation meaning "white-race person" and the rest all grammatical pattern. Quite similar is the building up of subsidiary patterns around an Indo-European root. To cite a modern Italian example, *riparlandogliene* ("speaking to him about it again") is built up around *parl-*.

Much is made of the "double" Japanese subject in "Japan, mountain (are) many" for "Japan is mountainous" (p. 264). But this construction does not differ too radically from French "Quant au Japon, il y a beaucoup de montagnes." While on the subject of Japanese, Whorf might have dwelt on the strange impersonal verb of that language (*doko e ikimasu ka*, "Where to is the going?" for "Where are you (or we, or they) going?"); but here, too, Latin shows a parallel: *itur in silvas*, "there is a going into the woods."

The story of William Tell is retold (p. 265), and it is pointed out that English is confusing with "he," "him," "his son," "his bow," "his head," etc., where Algonkian would use two distinct personal or possessive pronouns to refer to the two third-person characters; but Latin does exactly that by the use of *suius* (referring to the subject of the main clause) and *eius* (any other possible possessor): *Caesar suos milites cohortavit*, "Caesar encouraged his

(own) men"; *Caesar ejus milites cohortavit*, "Caesar encouraged his (some other commander's) men."

To use Whorf's own terminology as expressed on p. 261, one would have to say that his entire demonstration proves conclusively that language starts with reference, then goes on to patterment, and it is at the point of patterment that all languages, including the Indo-European, diverge, some to a greater, some to a lesser degree; but the differences are of degree rather than of kind.

After exhausting Whorf's argument, we are left with a consciousness of the infinite diversity of language (which we had before). The possibility of original genetic relationship, or monogenesis, followed by very long and infinitely complicated mutations, persists. So does the certainty that language is influenced by the culture and activities of its speakers. As for the structure of the language exerting a compulsive force on the speakers, bending their outlook and activities in one or another direction, the question is one of degree. Once firmly established, language patterns our thoughts, since they have to be expressed in terms of the available language. But to the degree postulated by Whorf, his predecessors (including both Max Müller and Edward Sapir), and his metalinguistic followers? That, in our opinion, still remains to be proved.

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\* \* \*

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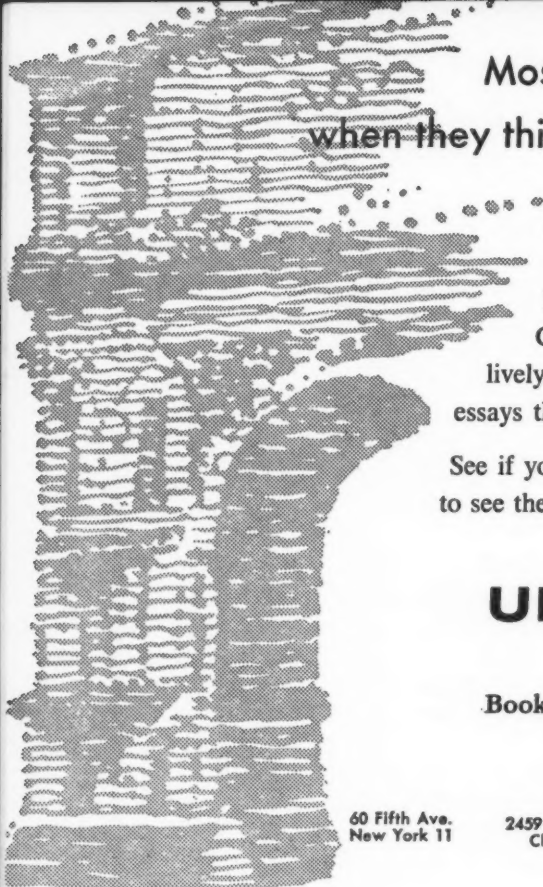
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